

A QUALITATIVE INQUIRY INTO COMMUNITY COLLEGE
STUDENTS' PERCEPTIONS OF TEACHER PASSION

BY

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DISSERTATION

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Abstract

Much has been written about the value of passionate teaching and about passionate teachers. This qualitative phenomenological study examines how community college students perceive passionate teaching. The research results identify qualities of learning intimacy: caring, quality of instruction, zest, and discipline expertise and passionate commitment to love of self, academics, and career.

Chapters 1-3 describe the value of studying teacher passion and its effects on learning, previous literature, and the methodology for the study. Chapter 4 describes the results and implications for future research and faculty development. Appendix H-K give thick descriptions of the data stories for the students and their passionate teachers.

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Chapter 1

Introduction

Beginnings

As a sophomore at Indiana University, I applied to the Communications Skills secondary education cohort program more as a backup plan than from pure desire to become a teacher. I wanted to go to law school, and teaching was potential employment for me if I didn't get accepted into the law school. I remember sitting in my first education class, waiting for the instructor and wondering what the class would be like. Suddenly the door swung open and in bounded this energetic and enthusiastic teacher, very different than what I expected. His name was Ed Jenkinson, and he convinced me within one class period that teaching was the most important and worthwhile job I could ever have. He transformed the teaching profession into something vital, and the energy and caring that surrounded him guided my mind, spirit, and heart towards a career in teaching. He demonstrated a meaningful and creative profession, and he valued it in a manner that made me come to value it as well. I no longer saw teaching as the second choice, the lesser profession. It was a teacher who could open up doors for me and introduce me to new ideas. It was a teacher who could motivate and guide transformation. I found myself thinking of the beauty that I saw as I watched learning unfold. I thought about the satisfaction that I felt in helping birth new learning for students. To teach became my first choice and a valuable way to live my life. So, teaching became my profession, and Ed became the guide along my journey.

My first teaching job was at a rural high school in Southwestern Ohio across the road from a pig farm. My first students were primarily developmental English students,

many of whom couldn't write a well-developed sentence. I remember working with them, celebrating their successes, and struggling to find ways to make their learning meaningful. Interestingly enough, one of those students from that first class of mine 32 years ago took the time to find me recently on *Facebook*. In some way, I touched one of my first students, Don, and he remembers me as his teacher, just as I still remember Ed. Much of who I am today as a teacher and educator is because of the teaching and type of teacher that Ed Jenkinson was for me. Teaching gives me a rush. I want what a colleague of mine calls "the juice", the vibes that students give you when they "get it", and you can see that you've made a difference. Ed Jenkinson clearly had teacher passion, and he passed it along to me. So, because a passionate teacher changed my life, and I in turn became a passionate teacher who is passionate about teaching, I began to study the motivational properties of passion and how it may transform teaching and learning, and how I may contribute to the body of empirical research on passion.

The Meaning of Passion, the Definitions

Vallerand (2003, 2007) has done much of the empirical work on passion, quantitatively examining it for its motivational properties. From this work the generated definition of passion is "a strong inclination or desire towards an activity (e.g., one's job) that one likes (or even loves) and finds important and in which one invests time and energy" (Carbonneau, Vallerand, Fernet, & Guay, 2008, p.978). A simple dictionary definition describes passion as a type of motivation that includes extreme energy and emotion and may be associated with spirituality. (*Merriam Webster Collegiate Dictionary*, 2008). The French philosopher and educator Foucault describes passion's ability to move one to a new state making it valuable in its potential for motivation in learning (Foucault,

1996). Zest, one of Seligman and Csikszentmihalyi's (2000) five character strengths necessary for a positive life, has been redefined from a teaching perspective which directly relates to teacher passion (McGovern & Miller, 2008). McGovern and Miller (2008) define zest as "demonstrating a passion for teaching and learning that is grounded in reflective practices for deliberate well-being; having a sense of priorities" (p. 277). Finally, passion may be represented as "the interface of internal states and behavior" (Martin, 2005, p.333). It is noteworthy that all of the definitions of passion describe its motivational properties, its manifestation as behavior, and its relationship to internal emotions.

Why does passion matter? Passion matters because of its motivational and emotional properties (Vallerand, 2003, 2004, 2006, 2007; Patrick, Hisley, & Kempler, 2000; Carbonneau et al., 2008; Neumann, 2006). Motivationally, it drives people to action (Vallerand, 2007). It may be internally or externally motivated, based upon the driver (Vallerand, 2003). Internally motivated passion is associated with intrinsic motivation (Vallerand, 2007) and with Self-Determination Theory (SDT) (Deci & Ryan, 1991). In Self-Determination Theory, all social contexts that promote autonomy, self-made decisions, self-efficacy, feeling good about oneself, and interpersonal relatedness helps create intrinsic motivation (Patrick et al., 2000). When one is intrinsically motivated, the action is done because it is valued and there is an effortlessness to do it, which makes improving the action more seamless and more likely (Csikszentmihalyi, M & Csikszentmihalyi, I.S., 1988).

Students who perceive their teacher as passionate and excited about a subject may become intrinsically motivated. It may be also plausible for students to "catch passion"

through a concept called an “emotional contagion” (Hatfield, Cacioppo, & Rapson, 1993). Research on memory content demonstrates that emotional stimuli are better remembered than unemotional stimuli (Sutton & Wheatly, 2003; Heuer & Reisber, 1992). Concepts are better remembered from an enthusiastic teacher and intense emotions improve memory for central details.

The positive quality of passion may also have a role in expanding learning and overall well-being. This is called positive learning spiral (Fredrickson, 1997). Once learning germinates and expands within the learner’s mind, it then has an upward effect “spiraling” to higher and expanded learning. So a teacher with positive passion may then create a positive learning spiral where thoughts are expanded and lifted, which increases learning potential.

How does passion affect teachers? Passionate teaching brings value to learning because of its motivational properties and because it’s perceived as caring, valued, by the learner (Carbonneau et al, 2008). While this may be true, the empirical research has been limited and has only begun to appear during the last 15 years (Nias, 1996; Vallerand, 2008; Hargreaves, 1997; Neumann, 2003; Kane, Sandretto, & Heath, 2004; Patrick et al., 2000).

Thus far empirical research has focused primarily on identification of teacher passion (Carbonneau et al., 2008; Neumann, 2006) and on passion-burnout (Hargreaves, 1997; Blackmore, 2004). Vallerand (2003) created a dualistic model of passion based upon SDT (Self Determination Theory) (Deci & Ryan, 2000). It is clear passion does exist, and in the case of teacher as researcher, passion creates emotions that may lead to an altered state of intense feeling and flow (Csikszentmihalyi, M & Csikszentmihalyi, I.S.,

1988). Empirical research additionally documents passionate teachers believe that their students are motivated by passionate teaching and in fact learn more from passionate teaching (Carbonneau et al., 2008).

How may passion affect student learning? Patrick et al. (2000) have examined passion as a student motivational factor from the student perspective. In this quantitative study by Patrick et al, it was found that teacher passion exhibited through nonverbal and verbal enthusiasm, qualities associated with passion, influenced student learning. In another study, (Selder & Paustian, 1989) students in the study found the enthusiastic teachers to be better and more credible teachers. Furthermore, the enthusiastic teachers improved learner memory. This may be because research on memory content demonstrates that emotional stimuli are better remembered than unemotional stimuli (Sutton & Wheatly, 2003; Heuer & Reisber, 1992). Concepts are better remembered from an enthusiastic teacher and intense emotions improve memory for central details. Conclusions drawn from these studies indicate passion does have an affect on student behavior and potentially learning.

The Importance of Passion in Teaching and Learning

Understanding how passion is exemplified in teaching and how it is perceived by students helps us to better comprehend its role in learning (Daloz, 2003; Day, 2004; Fried, 1995; Vallerand, 2007; Carbonneau et al., 2008; Nias, 1989). As Andy Hargreaves (1997) writes, “Pedagogical changes fail, when they do not engage the passions of the classroom” (p. 18).

Early Research Project on Passion and Teaching

With past research in mind, my early research project examined teacher passion from a qualitative perspective and asked the question, ‘what makes teachers passionate about teaching and what does teacher passion look like?’ In that project, I surveyed 200 students at Pine Lake Community College (pseudonym) and asked them to name the teacher at Pine Lake who best exemplified a passionate teacher. I then did extended interviews with the top three nominated passionate teachers. The research documented the positive emotive feelings that the teachers had, particularly the “rush or high” that they felt after a particularly good lesson and also the high value of caring that each of them placed on their students (Roeger, 2009). This is congruent with other research on passion and teaching (Carbonneau et al., 2008; Neumann, 2004, 2009). However, one of the questions asked in this study, ‘How is teacher passion manifested in your teaching ?’ was not fully answered. In the study, the three subjects could describe what they felt as passionate teachers, but none was able to focus and give a rich description of how passion was manifested in their own teaching. Their responses pointed to the caring aspect of working with students. The teachers were able to describe their inner feelings but could not articulate how passion was manifested in their teaching. This may have occurred because of what Kane et al. (2004) describe in their own research on teacher behavior as “espoused theory of action”. They note the same challenges in previous research, which examined teachers and behavior. Teachers could not easily explain what their teaching looked like beyond describing the emotional aspects of the experience. Espoused theories of action (Schon, 1987) are theories that are used to explain or justify behavior. These are ideas that are easy to talk about and may be understood as what we

say about our own behavior. My subjects responded with espoused theories of their actions. To answer the questions, it would take what Schon calls Theories-in- Use.

Theories- in- Use are the unstated theories that support practice.

Often we are unable to describe our theories in use and we are surprised to discover, when we do construct them that by reflecting on the directly observable data of our actual interpersonal practice that they are incongruent with the theories we espouse (p. 256).

It is thought that student learners may be better able to identify and describe what exemplifies passionate teaching because of their outside perceptions.

Questions About Teaching and Passion not Previously Addressed by Research

In order to further address the topic of how teacher passion affects student learning, this study examined teacher passion from the student's perspective. I hoped that by examining students' perception of passion in teachers, more keen observations might be identified about the effects of passion on teaching, and the question of how passion affects learning may be more readily answered.

The problems addressed in this study are focused on three specific limitations found in earlier research about passion and in my own early research project. The primary limitation is empirical knowledge about learners' perceptions of passionate teachers. There needs to be an understanding of how learners identify and define passionate teachers. The second limitation is passion's effect on the learner- teacher relationship. Finally, there is limited qualitative research about passionate teaching and to my knowledge no qualitative research examining the learner's perspective about passionate teaching.

How do learners perceive passion in teachers? Thus far there has been little research on how students perceive passion in their teachers (Carbonneau et al., 2008). Research to date has focused on teacher perceptions of student motivation (Carbonneau et al., 2008) or on student reaction to teacher enthusiasm, a quality associated with passion (Patrick et al., 2000). Both types of studies have focused on the outcome of teacher passion rather than on how it is perceived by students. Understanding the characteristics of teacher passion, how students experience its manifestation, allows educators to better understand what might be done to better enhance passion's transformative qualities for learning.

How does teacher passion affect the teacher-student relationship from the student's perspective? I have found no research that focuses on how teacher passion affects the quality of relationships that develop with student learners during the teaching and learning experience. Carbonneau et al., (2008) and Vallerand (2007) earlier documented this. This is an important research gap because of the value placed on teacher-student relationships (Fried, 1995; Palmer, 1998; Waugh & Frederickson, 2006) and the fact that passion is a known behavior modifier which may positively affect learning. Understanding how students believe passion affects the teacher-student relationship sheds light on passion's transformative qualities in communications, improving self-efficacy, autonomy, and potential unknown variables.

The need for qualitative research on passion and teaching. Almost exclusively, the research done thus far about passion and teaching outside of teacher as researcher has been quantitative (Patrick et al., 2000; Vallerand, 2003, 2007; Carbonneau et al., 2008). These studies validate that passion exists and that it contributes to teacher

motivation, burnout, and relatedness, but none yields rich descriptions of what passion means to learners and how it triggers reactions within them. Qualitative work with passionate teachers has largely been limited to the work of Neumann (2005, 2006, 2009). She delicately creates a snapshot of faculty who find an aesthetic beauty and love for their disciplines and describes the joy and emotional high that they get from sharing their work with students and their discoveries. Yet her work has largely examined the effect of passion on the teacher and the teacher's perspective on passion, not on the student perspective. A snapshot of how students perceive teacher passion and how teacher passion affects them will help us to understand more fully the phenomena of teacher passion from all perspectives. Qualitative research has the ability to describe phenomena so that we may better understand what it is and how it occurs (Stake, 1995). This qualitative study will contribute to a better understanding of how passion affects learners and what qualities comprise it, which may manifest changes in learning behaviors.

Purpose of This Study

The purpose of this study then was to examine how teacher passion affects teaching and how students perceive it as it affects their learning and teacher-student relationships. The results provide some part of the conceptual framework into understanding passion and how it relates to teaching and learning.

Research questions. Based upon the study's purpose, the following research questions were addressed:

1. What does passionate teaching look like from a student perspective? How do students define it?
2. How does passionate teaching relate to students' commitment to learning?

3. How does passionate teaching affect the student-teacher relationship?

Significance of the Study

The significance of the study is grounded in motivational and emotional educational theory. While teacher passion has not been widely researched in academic literature, it has been empirically proven to exist and is manifested in teaching. A better understanding of how teacher passion is interpreted by students may help inform us of what teacher passion is and potentially how it may be created and supported in other teachers. This is particularly desirable because of its potential to support and promote student learning.

Design and Procedures

This study employed qualitative research methods to understand how students perceive passionate teaching and how it affects their desire to learn. The research was conducted with three students each from three identified passionate teachers for a total of nine students. Each passionate teacher for the study was a teacher who had been nominated by students and faculty, vetted by faculty and administrators, and been chosen as the college's outstanding faculty member. Each of the three faculty members were contacted and asked to provide the names of five students who were familiar with their teaching. I asked them to do an initial contact with each of the students via e-mail, alerting them to the study. I then sent a follow-up e-mail to each of the students and selected three students randomly from each teacher's nomination pool of five. The nine students were asked to participate in a focus group which began to explore the ideas about passionate teaching. The students were then asked to complete a reflective journal on *Survey Monkey* and then seven students completed an extended interview with me about

their perceptions of passionate teaching and how each of them believed it affected the relationship between student and teacher and learning. These discussions were recorded, transcribed, and then analyzed for thematic markers.

Theoretical Frameworks

The Sternberg Triangular Theory of Love (1987, 1988) and McGovern and Miller's (2008) Virtues and Character Strengths Applied to Teaching, action characteristics of educators, derived from Positive Psychology and adapted from Seligman et al. (2005) were used to help interpret the data. The Sternberg Triangular Theory of Love describes three characteristics that lead to romantic love: passion, intimacy, and commitment. In this study, learning was substituted for romantic love, and passion, intimacy, and commitment acted as the formula. Data were sorted for these characteristics. McGovern and Miller's Virtues and Character Strengths Applied to Teaching (VCSAT) have been identified as qualities inherent in good teachers. The VCSAT has been created using virtue and character strengths from positive psychology in conjunction with Keeley, Smith, and Buskit's (2006) Teachers Behavior Checklist, an exemplar for outstanding teaching. The VCSAT (Miller & McGovern, 2008, p.272) includes the character trait courage, which has a subset including zest or passion, persistence, integrity, authenticity, and perseverance. The interpretation through the VCSAT subset of zest or passion helped in better understanding the relationship between exemplary teaching and various characteristics associated with passion. Employing this framework provided the necessary scaffolding for better interpretation of the data story.

Definition of Terminology

Passion. A type of motivation that includes extreme energy and emotion and may be associated with spirituality. Synonyms include vitality and zest. (Merriam and Webster, 2008), “Passion is a strong inclination or desire toward an activity (e.g., one’s job) that one likes (or even loves) and finds important and in which one invests time and energy” (Carbonneau et al, 2008, p978).

Emotional intimacy. A closeness, bondedness, and connectedness (Sternberg, 1987)

Intrinsic motivation. Intrinsic motivation is a motivation where behavior is performed for the pleasure of inherently performing the action (Deci, Vallerand, Pelletier, & Ryan, 1991). There are no outside rewards or prizes (Deci, 1971). Intrinsic motivation is associated with pleasure and curiosity (Deci, 1992).

Teaching style. The manner and characteristics of how a teacher teaches, including the interaction with students.

Manifestation. An exhibition or a result based upon a factor or factors that move to the result (American Heritage Dictionary, 2007).

Teacher caring. The teacher’s capacity to feel emotional reaction and exhibit emotional action based upon based upon self-feelings and the interaction of internal and external social objects (Denizen, 1984)

Student caring. The student’s capacity to feel emotional reaction and exhibit emotional action based upon based upon self-feelings and the interaction of internal and external social objects (Denizen, 1984).

Chapter 2

A Framework for Discussion of Passion

Interviewer: “What does it mean to be a passionate teacher?”

June: (a community college teacher identified as passionate by 200 students from her college) “Yeah, I have to be honest with you. I get a huge rush. It’s almost like Gamblers’ Anonymous or Alcoholics’ Anonymous. I get a huge rush from watching kids raise their eyebrows, come in unhappy, and begin to laugh. I get a big rush from them saying ‘I walk out of here and my head hurts because I gotta think again. You give me a headache. I thought I knew it, but I don’t.’ I just love it. I just love it because I guess I think I’m contributing to the process in people taking a hold of their own lives, empowering themselves.” (Roeger, E., field notes from an interview with June, December 19, 2004, unpublished research).

June’s response to the question, “what does it mean to be a passionate teacher?” describes and frames the concepts of passion and teaching and learning. The ideas expressed reveal qualities of passion as described in part by Boverie and Kroth (2003): energy, emotion, caring, and motivation. June describes her pleasure and enthusiasm in witnessing her students’ learning and their enthusiastic response to her subject matter and work, the work which June herself finds meaningful and for which she has devoted her professional life. She gets what she describes as a “rush” from her students’ learning empowerment. She uses the word love twice and emphatically.

For June passion stems from her love of her subject matter and her ability to share that love of her subject matter with her students. She becomes joyful from witnessing her

students' successful learning and watching their exploration of her chosen field. Anna Neumann (2009) writes about faculty's passion for their disciplines and the pleasure in sharing that passion with their students in her study of newly tenured university faculty. Professors from a variety of disciplines including physics, music, astronomy, and literature describe their complete focus on searching for the beauty of their disciplines, the thrill of discovering new knowledge within their disciplines, and the pleasure in sharing it with their students. One of the common characteristics of Neumann's passionate teachers is their deep desire to share and foster appreciation for their fields of study and research interests with their students. Faculty desire to give back to learners some of the awe, which they found as learners themselves and to nurture an understanding about their area of expertise with their students. They create and pass along a heritage. June shares the passionate urge identified by Neumann, as did my mentor Ed Jenkinson. It was partly because of Jenkinson's desire to share knowledge and what he considered the beauty of teaching that motivated me to become a teacher.

Passion is characterized by new learning, caring, and action. June's description of passionate teaching has emotional, motivational, and cognitive qualities. Meyer and Turner (2006) identified these same qualities in their study on mathematical teacher effectiveness with Middle School students. The teachers considered most passionate about teaching and those most effective, had qualities which were a combination of emotion motivation and knowledge. Passion has the ability to transform. It creates action and change. Passion is contextualized with emotion. Metaphorically, a gun filled with passion as its energy/gunpowder fires a shot when emotion pulls the trigger of the gun.

Passion is sometimes associated with danger because of its ability to move beyond what is perceived as reasonable and known (Neumann, 2006). Foucault (1988) describes the phenomena of moving beyond what is known as learning and as desirable, yet he also references this as “madness” (p.91). Madness represents the challenge of learning and thinking beyond known perimeters and rationality, hence the danger in something outside the norm and what is expected. Realities are shifted and thought is creative. Foucault describes passion as beginning in the mind and ending in the body; passion has the ability to unite the being. It holistically transforms the person. “In a state of passion, one is not blind. One is simply not oneself. To be oneself, no longer makes sense” (Foucault, 1996, p. 313). Foucault’s hypothesis about passion emphasizes passion’s transformative and catalytic properties. Neumann (2009) provides a good example of this in describing an astronomer’s first reaction to a finding a new star. The astronomer describes the mental and physical awe of peering into a telescope and seeing something new and significant, the reminder of his first time of viewing stars as a boy, seeing stars in a dark night sky at Mount Rushmore in South Dakota. He describes moments where he sees things in a true and original light, an aesthetic beauty and passion.

Passion is associated with romantic love. It is the catalyst which leads to physical and emotional caring. Boverie and Kroth (2003) base much of their analysis about passion and work on Robert Sternberg’s (1997) research on romantic love. Sternberg describes love as a combination of intimacy, passion, and commitment. In equal balance the three create perfect love.

Conceptually, the framework for passionate love and teaching is connected to a love for learning and a love and affection towards others. In Western spiritual traditions,

knowledge and love are linked together. Aldous Huxley (1945) emphasizes this when he writes, “We can only love what we know, and we can never know completely what we do not love” (p. 42). Parker Palmer (2000) extends this, suggesting that the act of knowing is as an action of love. “This love is not a soft and sentimental virtue, not a fuzzy feeling of romance. The love which spiritual tradition speaks is ‘tough love’, the connective tissue of reality” (p.333). What Palmer and Huxley describe is the caring aspect of love. The quest for knowledge produces an intimacy of learning which Palmer equates with love of learning. In this context passion is the motivation and quest for the new, a desire to learn and move the mind beyond what Foucault has described as the known. Passion transforms learners.

While statements like the one made by June may be heard in conversations between teachers in faculty offices and may be a topic of conversations that teachers have with their families at the end of the day, (Neumann, 2006; Boler, 1999) passion or its absence in shaping scholarship is rarely talked about in public spaces. Neumann suggests that such a discussion would risk personalizing intellectual work and may make it seem unimportant and fanciful. Furthermore she says, in a time when educational institutions fight for funding, the image of academic work and rigor having a perceived soft side, does no induce funders to invest more money in scholarship. Learning and research are identified openly with rationality and framed logic, not passion, which created less incentive for passion research. Prior to the introduction of the field of emotional psychology in 1999, Boler affirms that there was little empirical work focusing on passion. The bulk of the work focusing solely on passion has been done by Robert Vallerand (2003, 2007). Vallerand began by studying passion as an intrinsic motivational

factor. He grounds his passion research in earlier research with Deci and Ryan examining intrinsic motivation, specifically Self Determination Theory (SDT) and on Mihalyi Czecksentmihalyi's research on Flow Theory. Self Determination Theory and Flow Theory will be examined more fully later in this chapter.

What are the Psychological Theories That Influence the Development of Passion?

Because passion is a multi-componential mixture of feeling, action, and knowledge, its analysis must include scaffolding and discussion based upon three psychological frameworks: emotional, motivational, and cognitive theories.

Emotional theories. Denzin describes an emotional practice in this way. "An emotional practice is an embedded practice that produces for the person an expected or unexpected emotional alteration in the inner and outer streams of experience... Emotional practices make people problematic objects to themselves. The emotional practice radiates through the person's body and streams of experience, giving emotional culmination of thoughts, feelings and actions" (Denzin, 1984, p.58).

Its embedded nature is noteworthy because it explains the layering of thought, caring, motivation, and the chemistry necessary for emotional practice and reaction. Passion is a manifestation of emotional practice. Emotions are thought to be multi-componential. The components include appraisal, subjective experience, physiological change, emotional expression and action (Lazarus, 1991). The componential description provides a conceptualization of how emotional thought manifests as motivational passion. It is also significant to recognize that passion and emotions both have multi-componential natures, making them less easy to control and predict.

Some emotional theorists believe that the appraisal process of emotion begins with an interpretation of the significance of the transaction in terms of goal relevance and how it is valued by the individual (Sutton & Wheatly, 2003). During the appraisal phase, a passionate transaction is interpreted with significance and set as highly emotional goal relevant. Goal congruence is the second step. Positive emotions arise from positive congruence. Appraisal theories help explain why the same transaction may be interpreted differently as a motivator by two different individuals. Subjective experience is distinctly private, allowing each individual to feel a transaction in a personal way. Excitement is not perceived in the same manner as sadness or anger. Teachers teaching in the same circumstances may interpret events in different ways. Physiological expressions may include a change in heart beat or blood pressure and emotional expressions include body language. A teacher may view a lively class as enthusiastic and eager. Another teacher may interpret the class as disruptive and undisciplined. This may also explain why one person may view a transaction and be motivated to passionate action and another person may not.

A marked characteristic of passion is strong and energized emotional expression. The strength of passionate emotion may overcome reason and emotional regulation (Sutton, 2003). For example a teacher may become so angry with a class that she makes a loud discouraging remark when her larger goal is to create a supportive and positive classroom environment.

Vallerand (2007) presents a different perspective. He believes that the type of driver motivates passionate response, not the strength of the passionate energy.

Passion that occurs because of an internal driver and motivation, wanting something for one's balanced self, is harmonious passion. One can pursue harmonious passion, for instance biking, but then stop the passionate activity when one wants to for a balanced life. If passion is externally motivated, for example biking to impress someone, then the passion is obsessive. Obsessive passion is pursued at all costs and knows no boundaries. It may extinguish previous long-term goals and perceptions and can be detrimental to one's life.

As previously discussed, passion results in part because of caring emotions. Caring is affiliated with love and affection (Lazarus, 1991; Hargreaves, 1998; Nias, 1989). Sternberg's Triangular Love Theory (1997) explains the relationship between passion and love and describes how passion is extended and extinguished. The three angles of Sternberg's triangle are intimacy, passion, and decision/commit. Intimacy is defined as feelings of closeness and connectivity. In romantic love, two people feel emotionally connected to each other. Passion is the expression of desires and needs. Passion is not always sexual and may be psycho-physiological, fulfilling the need to dominate, affiliate or submit. Passion interacts with intimacy. Curiously, both more and less passion may initiate the desire for more intimacy. Research shows that sometimes passion increases when intimacy needs are not met, while in other instances, more passion increases the desire for more passion. Commitment, the third angle of the triangle, has elements of long and short term. Decision is the short-term conclusion to love and commitment is the long-term conclusion to love. A decision to love does not mean a long term commitment or relationship. When one side of the triangle waxes or wanes, then the love changes. A relationship with intimacy and no passion becomes companionate love. A relationship

with no intimacy and only passion becomes infatuate love. Consummate love is the equal balance of intimacy, passion, and commitment.

The work of Megan Boler (1999) begins to unpack the concept of emotions acting as a site for transformation and change in educational policies. Boler contends that emotions have the ability to contextualize realities and may be used as a vehicle for political change, giving energy to thought to become voice. Zembylas (2007) uses Foucault's definition and philosophical discussion of passion to suggest its potential as an educational change agent. Boler's term "emotion" includes the concepts of transformation, energy, and emotion, all of which are part of the concept of passion.

Motivational theories. Intrinsic motivation may be defined as motivation that is performed for the simple pleasure that is innately a part of the activity itself (Deci, Vallerand, Pelletier, & Ryan, 1991; Patrick et al., 2000). There are no external rewards (Deci, 1971), and the experience may be described as joyful and full of curiosity (Deci, 1992). The definition of intrinsic motivation suggests that passion may be associated with some instances of intrinsic motivation.

Csikszentmihalyi's Flow Theory of Motivation blends motivation directly with emotional theory. Flow theory hypothesizes that students' motivational responses are based upon a combination of perceived challenge and perceived skill. In Optimal Flow a student is faced with a task that is perceived as challenging and has a strong skill level. The motivation for meeting this challenge is strong because the student perceives that meeting the challenge is possible but will present some challenge. The student perceives that a skill set can be strengthened and the student is actively engaged. There is a high chance of meeting the challenge successfully, and in meeting the challenge, learning will

be enhanced. When optimal flow occurs, learning feels effortless and free. One is highly motivated to meet the challenge and learn the task because of the feeling of Flow.

Optimal flow in Flow Theory may describe motivational passion (Neumann, 2006).

Several empirical studies of passion have used Flow Theory as a means of identifying passion and measuring it (Neumann, 2006; Vallerand 2003; Carbonneau et al., 2008).

Flow Theory includes the motivational movement of passion with the emotional contagion and optimal performance or knowledge. This analysis of Optimal Flow and Flow Theory suggests a close alignment with passion.

The motivational theory of Gubman demonstrates passion's development and life cycle in the workplace (2004). The motivation of a caring leadership offering learning challenges, combined with belief in self, combined with a skill set that meets the challenge of the job, creates a passionate work force. Gubman believes passion=W3. The W factors are: W1, what you do, W2, where you do it, and W3, **who** you are. In W1, one knows what is expected; appropriate materials are supplied; an opportunity for success exists, and one enjoys going to work. W2 provides effective leadership for the worker; there is a caring and encouraging boss, and work is balanced with personal life. W3 requires a caring, open, and conscientious worker. All three "W" factors have to be in place in order for workers to be passionate. This is noteworthy because it suggests that for passionate work to occur, there must be a perfect balance of traits. Gubman correlates the W3 factors with empirical research in positive psychology. He uses the work of McCrae and Costa (2002) which identifies five qualities most commonly associated with people perceived as passionate. These five qualities are: extrovertism, emotional stability, conscientiousness, agreeableness, and caring.

Boverie and Kroth (2001) have identified five sources of passion: cognitive, physiological, environmental, emotional, and spiritual. Many subjects in their case studies found some inner spirit connection to move them passionately. They also found that there is a passion cycle for most people in work situations. Passion seems to hit a high point when learning occurs. There is a clear connection between learning and experiencing new ideas and building passion. Once passion has reached its high mark, one of three steps occurs. First, if no new learning and motivation is given, the worker may then extinguish passion and become what Boverie and Kroth refer to as “The Living Dead” or second, workers may hop to a different job in search of passion or third, they will find renewal in a new project. Their findings suggest what has similarly been established through studies on Csikszentmihalyi’s Ultimate Flow (Neumann, 2006). To sustain passion and stimulation, there must be appropriate challenges in new learning. It further demonstrates passion’s alignment with the concept of Ultimate Flow and Flow Theory.

It is possible that passion plays a role in transformative learning. In transformative learning, adult learners are perceptually transformed by reflective thought about a new experience. Following Mezirow’s (1991, 2000) approach, adults have created a way to see and interpret the world based upon their past experiences, values, and on those who have influenced them. A transformation of learning takes place when something unexpected happens or someone enters their lives and shift in perception and ideas takes place. It seems plausible that passion may play a role in learning transformation and act as the motivator. Perspectives differ about the effect of the transformation on the teacher. Daloz (1999) views a mentor as a guide to the holistic development of the mentee and sees the relationship as reciprocal, where a transformative shift takes place for both

mentor and mentee. Daloz's perspective may then explain the reciprocal effect of teacher passion on student and teacher. In the case of June, her passion for her subject excites her students and their excitement in turn excites June. This also supports what Neumann (2009) found in her faculty interviews. There was joy and gratification for many faculty in sharing their love of their subject that enhanced their research. Merriam, Cafferella, and Baumgartner (2007) define a mentor as a "cheerleader, challenger, and mentor during the learning process" (p.138). This seems to be in line with the perspective of Patrick et al., (2000) who implemented teacher enthusiasm as a contagion for motivation.

Passion's Influence on Teaching

Robert Fried in his work, *The passionate teacher, A practical guide* (1995) cites two clear indicators of passionate teaching. The first indicator of passionate teaching is that passionate teachers share their attractions of beauty and power for their subjects with their students. They offer a depth of engagement in their subjects that serves as a basis for students to branch out to other interests and disciplines. The second indicator is that passionate teachers convey their passion to their students by acting as partners in learning, rather than "experts in the field". As experts, they invite less-experienced learners to search for knowledge and insightful experiences. They build confidence and active competence in students who might otherwise sit back and watch the teacher do and say interesting things rather than themselves acting as participatory learners.

Fried's description of teacher passion is evident in the research of Neumann (2006). Neumann uses Flow Theory to study the relationship of passion and the scholarship of higher education faculty. Using the 13-point attribution scale describing Ultimate Flow as basis for sorting and categorizing teacher passion, results indicate that

while passion is not addressed in an open manner by faculty, it is found in private spaces and interpersonal communication. Passion is clearly present and valued by faculty. Neumann found four distinct traits of passion: peak emotion, absorption, heightened physical and psychological awareness, and intense interest in the subject of study. Professors use imagery like “huge thrill, incredibly wonderful feeling, exhilaration” to describe moments that are passionate for them in their work. Scholars describe feeling like they are in isolation or in a vacuum when they are in complete flow. They describe feeling sensations, a heightened physical and psychological awareness of their physical and mental states. There is an intense awareness of what they were studying and an inability to focus on anything but the object of study. Neumann examines the value of passion for scholars. Passion may lead to discernment. Problems are easier to discern for solutions. The focus and framework of thinking becomes sharper. Passion leads to creativity. The ability to think and produce in a new way becomes easier and flows. Her research demonstrates that passionate teachers exist and that passion is present when faculty is doing their best work.

The work of sociologist Andy Hargreaves (2001) examines the emotional practice of teaching. His concept of emotional geography describes the patterns of closeness and distance in human interactions that shape emotional experiences. Physical space, contact and communication, political, and social-moral aspects of teaching are defined as the teacher’s emotional geography. His work describes passion and emotional practice as largely personal space and not openly discussed in education. Hargreaves states:

...it tends to represent teachers’ emotions and emotionality in personal, psychological, and individual terms. Becoming a tactful, caring, or passionate

teacher is treated as largely a matter of personal disposition, moral commitment, or private virtue, rather than of how particular ways of organizing teaching shape teachers' emotional experiences. (p.1057)

The emotional geography affects teaching and may extinguish or create passion for teachers. Hargreaves notes how an authoritarian principal may disenfranchise, diminish, and depress teachers except for those few in the inner circle who have the principal's favor. Teachers in a positive emotional geography express feelings that prompt imagination, create connections and an understanding of learning for teachers and for those that they touch and influence. Teaching is bound to emotion and has the capability then of being passionate. Successful teaching and learning depend on creating close bonds with students (and with colleagues and age appropriately with parents) and on creating conditions of teaching that make emotional understanding possible (Hargreaves, 2001).

Hammerness' study on teacher vision (1999) illustrates Hargreaves' findings. Hammerness examined the concept of teacher vision as a means of measuring and guiding teacher work. Her study shows that teachers' passionate commitments to their vision don't divert them from their work but rather shape their thinking and planning. Additionally, her study demonstrates that teacher work environment may strengthen or diminish teacher passion. In a study of over 80 teachers, Hammerness found two distinct qualities of teacher vision, focus and context. Those teachers with the clearest focus and supportive or neutral context were found to be the most passionate about their teaching. These teachers were most likely to risk new pedagogical techniques to help meet their vision and were the most excited about the results of their teaching, working toward

meeting their teacher vision goals. Teachers without a clear vision were less passionate about teaching and more likely to leave the profession. Additionally, those teachers who had a clear teacher vision, regardless of the focus, but who were in an unsupportive context, were most likely to express desires about leaving the field. Hammerness' work demonstrates the importance of clear articulated vision and of having a strong vision of teaching, a passionate viewpoint. Additionally, it illustrates the importance of a supportive administration and working environment in nurturing teacher passion.

Blackmore's (2004) study on performativity and functionality demonstrates how passion may be extinguished and supports the work of Hargreaves and Hammerness. In the late 1990s Australia moved with other English speaking countries to a performance based funding system, emphasizing quantitative results for optimal funding and validation. Principals and districts were forced to emphasize results. Schools with positive results and scores got more money, motivating students to choose to attend the moneyed schools. While those schools which struggled with low achieving students, received less funding and could not attract students that traditionally were successful. Research reveals that the performativity focus demoralized teachers, led teachers to leave the profession and to not feel valued. No longer were teachers able to teach in ways that they found valuable or to have interpersonal interactions with their students. No value was placed by the system on caring and on nurturing, nor was any thought given to what to do with low achievers, how to help them. Teachers felt emotionally distanced from the system and unmotivated to deal with issues relating to what they really valued. The passion went out of the system and the teaching and learning became forced and dull. Negative effects on teacher passion include: being devalued, alienated, fragmented,

disengaged with work, and frustrated with system which places an emphasis more on the system than on the individual, and the push for image and self-promotion on performance rather than on substantive core work (Blackmore, 2004).

In his work as a curriculum and design specialist in higher education, L. Dee Fink (2003) begins his work with each new faculty member by asking, ‘what is your dream?’ Fink’s dream is synonymous with Hammerness’ vision. Fink believes that the incentive for faculty to learn more about how to become a better teacher lies in the idea that faculty care deeply about their subjects and teach because they have a desire to share their own passion about their discipline with students.

If some way could be found to encourage faculty to dream their dreams, and there was a realistic hope of making their dreams become reality, they (faculty) would have the basis for saying “yes it is worthwhile for me to invest in learning how to become a better teacher (p.80).

He uses teacher passion as the motivational factor to move teachers to change. Additionally, in his “Significant Learning Goals” a hierarchy of learning goals for students, the second highest goal that students ascribe to is the “caring” goal. Fink associates caring as caring to be excited, to be of value, to be interested in a concept from an intrinsic motivational view rather than an external one. Fink argues that in some cases learning experiences change the degree to which students care about something. This may manifest itself in a change in values or a formulation of new feelings. “When students care about something, they have the energy they need for learning more about it and making it part of their lives. Without energy for learning, nothing happens” (p. 32). Fink discusses the concept of caring, energy, and desire and the use of them for change,

agreeing with the definition of Novak and Gowin (1984) that the goal of learning is NOT to produce a change in the behavior, but a change in the meaning of the experience.

McGovern and Miller's (2008) *Virtues and Character Strengths Applied to Teaching (VCSAT)*, describes positive virtue strengths that are necessary for good teaching. McGovern and Miller create a professional development program for teachers based upon the work of Positive Psychology (Seligman & Peterson, 2007) and traits necessary for a virtuous and successful life, in conjunction with the Teacher Behavior Checklist (TBC) exemplars for good teaching created by Keeley, Smith and Buskist (2006). McGovern and Miller propose three modules for faculty development which strive to increase five teacher traits. The trait determined most important and necessary for quality teaching is zest, a trait associated with passion and courage. McGovern and Miller describe courage as a willingness to experience and learn new ideas and to express what is authentic.

To summarize then, teacher passion is emotional, caring, transformative, and requires new learning and sharing, qualities which have been previously identified as necessary for passion in the workplace and romantic passion.

Passionate Teaching's Influence on Student Learning

For student learning success, Parker Palmer (1999) describes a teacher's need for relationship and connectivity to the subject and to the students. He uses Barbara McClintock as an example of this. She won the Nobel Prize in 1983 at the age of 81 for genetics. McClintock won it based upon how she saw wholeness and relationships among genes, not looking at things in isolation. We have been taught to believe that meaningful change comes from external forces in the Western world. Palmer believes that

meaningful change must come from the power within the self and a holistic connectivity to the guide. The caring element of passionate teachers and the relationships that they forge with students help create student transformation.

The emotional aspect of passion may help in increasing memory. Research on memory content demonstrates that emotional stimuli are better remembered than unemotional stimuli (Sutton & Wheatly, 2003). Elementary school students in Sutton and Wheatly's study were more likely to remember a concept from an enthusiastic teacher than from one less enthusiastic. Intense emotions also improve memory for central details while removing background details (Heuer & Reisber, 1992) in Sutton and Wheatley (p. 337).

Phelan and Cao (1992) surveyed high school students and how they value emotional caring. The recurring value of emotion for the students is emotional caring. Students believe that caring is the most important emotional element in learning. Wong and Wong . (1998) found that middle school students who believed that their teachers cared about them were less likely to be delinquent and more likely to be motivated, more likely to be helpful, cooperative, and to follow classroom rules and norms. Skinner and Belmont (1993) found that third-, fourth-, and fifth-grade students' interactions with their teachers were influenced by how much they perceived that their teachers liked and cared about them.

The motivational lens which is found to be useful in understanding students' motivation is the distinction between intrinsic and extrinsic motivation (Csikszentmihalyi & Nakamura, 1989; Deci & Ryan, 1985, 1991, 2000). As stated earlier, a person is intrinsically motivated when he or she does something for its own value, for the pleasure

in the process of doing it (Lavigne, Vallerand, & Miquelon, 2007). Someone is extrinsically motivated when activities are engaged in not for the activity itself but for external reasons. According to Deci and Ryan's Self Determination Theory (SDT) (1985, 1991, 2000), motivation may be distributed from low levels to high levels of self-determination along a continuum scale. From a high to low level degree of self-determination, each individual's behavior reflects consciously defined values which are important to the individual in making choices of will. Current research on SDT indicates that the more self-motivated a person is then the more likely the person's experiences will yield a positive outcome. It has been hypothesized that self-determination is associated with enhanced psychological behavior (Deci, 1980; Lavigne et al., 2007). Educational research documents the advantages of self-determination on academic outcome (Deci et al., 1991). A study which examined high school students and graduation success found that students with self-determined motivation towards school were less inclined to drop-out than those who were extrinsically motivated or amotivated, not motivated by any internal or external factor (Vallerand et al., 1997). It has been demonstrated that self-determined learners have a greater persistence in second language programs in high schools (Noels, Clement, & Pelletier, 2001). A study of high school science students documented that students with high SDT and high feelings of autonomy were more likely to pursue science occupations than those students who did not feel as much intrinsic motivation or freedom of choice (Lavigne et al., 2007).

The research of Schweinle, Meyer and Turner (2006) examined the effects of intrinsic motivation and emotions including self-concept and autonomy on late middle school mathematics students. Schweinle, Meyer and Turner describe an interaction

between motivation and what they describe as affect, “mood” in classroom environments. They employed Lazarus relational-motivational-cognitive perspective which views emotions as personally relevant appraisals of situational meanings for determination of actions. Research has found that instruction associated with positive teacher-student motivation is often intertwined with explicit displays of emotion, such as laughter at a teacher’s joke about a mistake he made on the board or a student’s expression of pride when understanding a challenging problem. Additionally, students self-reported emotion over time during specific learning experiences. The instruction which students reported as most motivational correlates with teacher support, including positive emotional support and statements such as caring, as well as other characteristics of a positive classroom environment. The research also found that those students whose teachers gave them high supportive autonomy were most successful in problem-solving and had more intrinsic motivation. The more nurtured the students felt and the more they felt the opportunity to be responsible for their choices, the more intrinsically motivated they were.

A positive affective climate that promotes risk-taking is positively associated with student mastery, orientation, help seeking, and positive emotions. Meyer and Turner (1991) utilized Clifford’s Risk Taking Survey School Failure Tolerance Scale (SFT) (1988; 1991) as an instrument to explore student motivation and affect in upper-elementary math students. They hypothesized that students with the highest SFT will be the most intrinsically motivated to try challenging problem solving. Those students who were most willing to take risks were least concerned about performance and most concerned about improving skill. Some of the positive comments related to high risk taking were “doing it for the fun of the project, the excitement of knowing how to do it.”

Those who experienced negative affect after failure seemed to devalue work, avoid tasks, and held more negative views about strategy-based assignments.

Research which makes a direct correlation between teacher enthusiasm, vitality and intrinsic motivation perhaps most directly addresses passion and student learning. The work of Patrick et al., (2000) directly demonstrates this, addressing contextually teacher, enthusiasm, and intrinsic motivation. The researchers created two studies using college students. The research stems from Deci and Ryan's (1991) self-determination theory, examining social context that promotes an individual's sense of self-determination, competence, and/ or interpersonal relatedness

The first study documents a link between intrinsic motivation, enthusiasm, and psychological vitality. Psychological vitality has been theoretically defined as "an experimental accompaniment to intrinsic growth processes and psychological satisfaction" and has been strongly associated with intrinsic life goals" (Patrick, et al., 2000). Study one found a strong correlation between teacher enthusiasm, intrinsic motivation, and student vitality. It suggests that an enthusiastic teacher, or one who is perceived to be enthusiastic, may intrinsically motivate students and thereby help students to achieve higher learning results and more, as has been described earlier in a review of what intrinsic motivation may do.

Study two validates the results of study one and additionally documents a causal relationship between teachers' nonverbally expressed enthusiasm and students' reports of intrinsic motivation. The constructs of study two also provide data that indicate that the enthusiasm generated persistence for the intrinsic motivation over time. The study two

results inclusion of nonverbal communication cues are interesting because of the additional contextual element they add to the communication.

The literature demonstrates that passion in teaching and learning exists. It has the ability to transform teachers and students and to motivate and improve and speed learning processes. It can be nurtured or diminished for faculty and students based upon the emotional and cognitive climate which surrounds them.

Chapter 3

Method

I wonder sometimes when I think back to that first class on a late August day at Indiana University with Ed Jenkinson what it was about meeting him that made the experience life-changing. As I detach myself and try to peer into that meeting from the lens of an outsider, I see a teacher who was sure of himself. Jenkinson had a sense of humor that was a bit sarcastic. He was unafraid to stand up for what he believed. I remember quite clearly the disdain he had for teachers who didn't motivate their students to think beyond what they knew. He seemed to live safely in the knowledge that he was doing good work that he cared about, and he believed firmly that we all should care about it. He was well prepared in his craft. He asked questions that piqued my curiosity, and he invited me to experiment in teaching and to grow. He didn't praise mediocre work. When students did good, solid work and extended themselves and took risks, he let you know that you had done so and that you should be proud of yourself and take pride in teaching. The funny thing is that when I reflect back, I know that I really did always want to become a teacher. As a little girl, my favorite game was to play school with my younger brothers and be the teacher. I had always loved helping people and watching them learn and trying to come up with ways to make them understand and "get it." Somehow though as I grew up, I came to believe that teaching wasn't important enough work. I didn't think that there was enough value in it, and I couldn't see its magic. In the end, Ed Jenkinson's passion for teaching allowed me to see the importance and worth of teaching. He modeled it for me. Jenkinson helped me find again what I had always wanted to do, value teaching and value myself. So it was with this in mind, my own self-reflection of what passionate teaching is and what passionate teaching can do for learning,

that I embarked on better understanding what passionate teaching means to another group of learners, close to my own heart as a community college educator of 20 years. I desired to better understand the perceptions of community college students about teacher passion.

Chapter Overview

This chapter gives an overview of the research methods, reviews the research questions, discusses the choice of research methods, describes the research plan, describes the role of the researcher and summarizes the overall chapter. The research questions, participant permission slips, and IRB materials are found in the appendices A-E at the end of the dissertation.

Guiding Plan

This qualitative phenomenological study examined the perceptions, experiences, and notions adult learners have about learning from a passionate teacher. It attempted to understand how passionate teachers affect their students and their students' learning and contribute to student success. This study utilized in-depth semi-structured interviews, group and personal, as well as reflective journaling as a means of gathering data from student learners. It included observations and personal interviews with the students' teachers. I employed reflective writing and journaling as means of bringing forth the personal experiences and insights of my research. This chapter explains the methods and procedures that were employed to describe these learners' experiences. This set of methods and procedures was submitted to the University of Illinois Institutional Review Board for the protection of human subjects.

Review of Three Research Questions

Based upon the study's purpose, the following research questions were addressed:

1. What does passionate teaching look like from a student perspective? How do students define it?
2. How does passionate teaching relate to students' commitment to learning?
3. How does passionate teaching affect the student-teacher relationship?

Research Design

This qualitative phenomenological interpretive study was designed to increase understanding of a portion of the phenomenon of passionate teaching, particularly how it is perceived by learners and how these learners believe passionate teaching affects them. Furthermore, their teachers were observed and individually interviewed in order to better understand the initial recorded students' perceptions.

The phenomenological mode of inquiry was used to interview small groups of learners who had experienced a passionate teacher in a semi-structured format. Next, to help these students explore a deeper, more self-reflective understanding of how a passionate teacher affected them and what passionate teaching looks like, these students were asked to write reflectively with suggested prompts to create a deeper understanding of their own experiences. Then, follow-up interviews with selected students were used to capture and explore emerging themes. To better understand the students' perceptions of passionate teaching, each of their teachers were observed a minimum of two times and then personally interviewed. As the researcher, I kept a reflective journal and two-column log journal during the study in order to better understand my observations and to consider other possible questions about teaching passion for my interviews. The work of Linden (1993) documents how reflective writing is a part of the data story. In this instance, the reflective writing acted as a springboard for connecting my ideas and observations,

helping provide direction for the data story. Emergent themes were analyzed from the data and the phenomenon of passionate teaching was described through the experiences and stories of these learners.

The value of the qualitative approach. The purpose of qualitative research is to make sense of, or interpret, phenomena in terms of the meaning that people bring to it (Denzin & Lincoln in Gall, Gall, & Borg, 2003). The strength of this approach is that it allows for the understanding of how the phenomenon of passionate teaching is experienced by the learner. This is important because in understanding how learners experience teacher passion, educators may better utilize the qualities of teacher passion to enhance learning and student experiences. Prior to this study, there have been few studies that have attempted to understand teacher passion as a learning experience (Carbonneau et al., 2008).

The value of the phenomenological approach. Employing a phenomenological approach allows for description and an understanding of how the phenomenon of teacher passion occurs and how students experience teacher passion (Patton, 2002). What do learners believe is the essence of teacher passion? Phenomenological research allows for understanding what the essence of something is (Patton, 2002). The primary goals of this research study were to understand the learner's perspective of what comprises passionate teaching and to understand how learners believe this essence affects them. The phenomenological research approach is designed for this purpose (Patton, 2002).

Site and Participant Selection

The names of participants and institution were changed in this study to preserve their anonymity.

Study site. This study was conducted at a community college in the Chicago, Illinois area. This institution was chosen because of its strong tradition of community college teaching and research excellence, making it an ideal choice for studying teacher passion. Additionally, I selected it because of its easy geographic access to me as the researcher. For the sake of this study, this institution is called Mont Terre Community College.

Diagram 3.1 provides an overview of the study process. I describe each step in more detail in the paragraphs that follow.

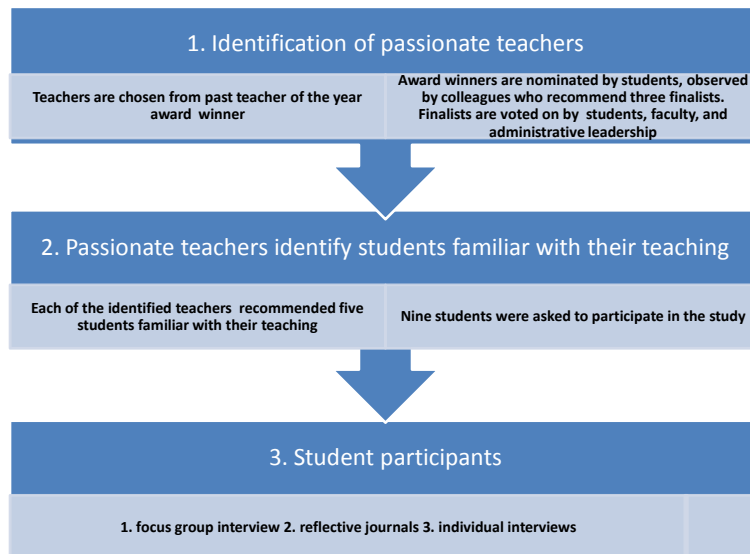


Diagram 3.1

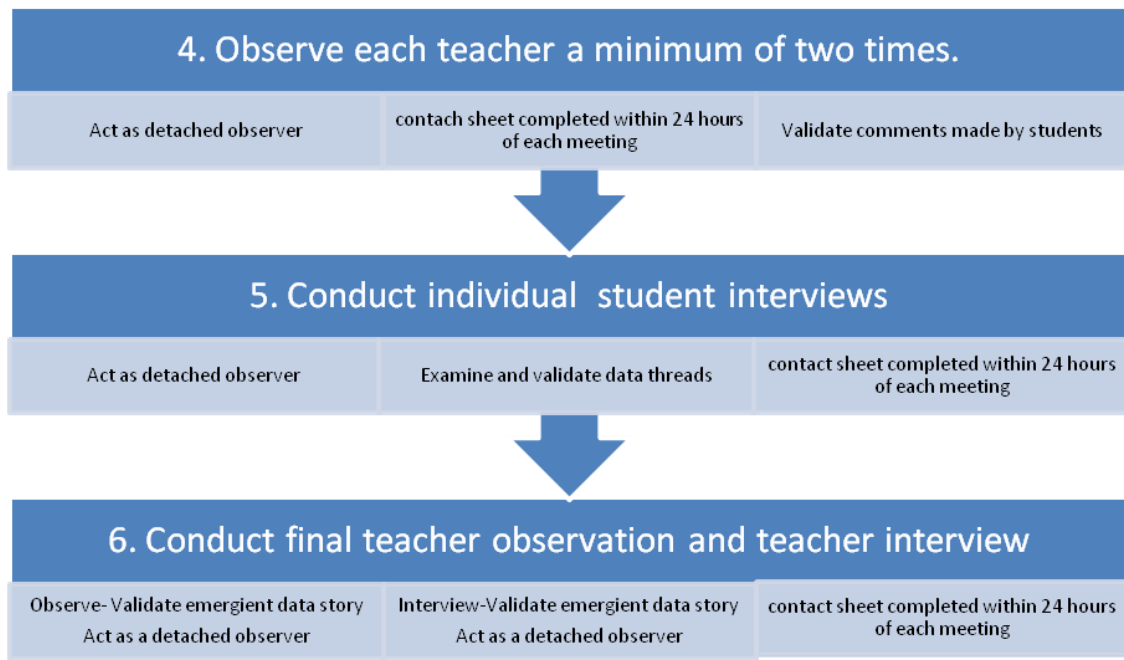


Diagram 3.1 (continued)

Selection of passionate teachers (step 1). Passionate teachers were selected from a list of the institution's past Outstanding Faculty Award winners. This award is given annually to one teacher. Teachers are first nominated by students based upon criteria which include enthusiasm, encouragement, and giving students extra time outside of the classroom and learning challenges. (See Appendix A for student nomination form.) These student nominations are made to the Faculty Council which then requests that each nominated teacher to do a teaching demonstration and go through a series of teaching observations and interviews. Nominees are narrowed to three finalists, whose names are submitted to the Chief Academic Officer. The Chief Academic Officer then oversees a final vote composed of student, faculty, and administrative leaders (See Appendix B for process documents.) Diagram 3.2 illustrates the Outstanding Faculty Award Process.

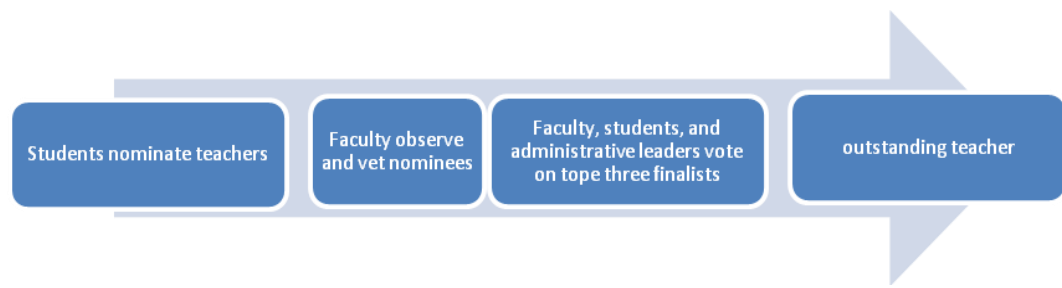


Diagram 3.2.

I decided to select the winners from each of the past three years- 2008, 2009, and 2010 because I believed that they would likely be the most readily available for the study and be more focused on passionate learning because of their recent wins. Each faculty member chosen for the study was contacted and informed about the study and invited to participate. A written copy of the purpose of the study and its methodology was provided to each participant. Appropriate IRB documents were provided and an approval to participate in the study document was signed, and filed with IRB. Here is an overview of each teacher.

- Sarah Stone. Sarah Stone is the chair of the Department of Allied Health at Mont Terre. Her discipline expertise is in phlebotomy. She just completed her Ph.D in health leadership. She has 27 years of teaching experience, all at Mont Terre Community College. Sarah sits on the board of directors at several local hospitals in the Mont Terre Community College district.
- Diane Tierney. Diane Tierney teaches recreational therapy at Mont Terre. She has an M.S. in therapeutic recreation and an M.S. in educational leadership. She has taught at Mont Terre for 21 years. She also works with community agencies and is the Director of the Special Olympics for a portion of the Chicago-land area.

- Nolan Adams teaches music and is the chair of the Music Department at Mont Terre. He has an M.A. in music with an emphasis in vocal music. He has close to 30 years teaching experience, the last 10 of them at Mont Terre. Prior to teaching at Mont Terre, he taught music at two other Chicago area community colleges. Nolan also directs the music program for one of the area Catholic Archdiocese.

Selection of students. Once faculty had agreed to participate, each of the three were asked to provide the names of five current or former students, three of whom would then be randomly chosen by me to participate in the study. The contacting of only three of the five students of each faculty member helped ensure that the students remained anonymous from the faculty member who had nominated them. Each faculty member made the initial contact with the five students either via email or in person to alert them to the study and to advise them that they might be chosen for participation in the study by me. This made my initial contact less of a “cold” call and provided an introduction for me with the students. I contacted the five students identified by each faculty member by email. The first three students from each faculty member group who responded to my email invitation were selected as the participants for the study. This yielded nine students in total who experienced passionate teaching and who had taken classes with one of the three passionate faculty members. Here is an overview of the students in the study.

- Sarah Stone-allied heath teacher
 - Leslie Clark: Leslie is a nontraditional white female student, aged 50. She is the mother of four children. Her youngest son attended Mont Terre at the same time that she did. At the time of the study, she had been divorced for just over one year. She received a

certificate and A.S. degree in Radiology Technology from Mont Terre and is currently working in the field and is also enrolled in an advanced degree program in radiology at a local university. She is a first generation community college graduate.

- Avery Kahn: Avery is a traditional Persian female student, aged 20 and a conservative practicing Muslim. She is single and has no children. Avery came to Mont Terre directly after her high school graduation. At the time of the study, Avery was in her last year at Mont Terre, working to complete a certificate in medical assistance. Avery recently accepted her first job as a medical assistant at a Chicago area pediatric clinic. She wants to go on to complete an advanced degree but is undecided at this time about a major. She is a first generation community college graduate.
- Dina Johnson: Dina is a nontraditional white female student, aged 59. She is the mother of five children. Dina returned to school 10 years ago when her youngest child began first grade. She has been happily married for the past 40 years. Dina graduated with a certificate in phlebotomy from Mont Terre in 2002. She is the phlebotomist educator for an area research hospital. She works closely with Sarah in placing interns from the Mont Terre program in her hospital. She is a first generation community college graduate.
- Diane Tierney-parks and therapeutic recreation teacher

- Gina Augustus: Gina is a nontraditional white female student, aged 47. Gina is a second language speaker who came to the U.S. from Greece in early 20s. She is a widow with no children. At the time of the study she was completing her last semester at Mont Terre. She completed her certificate and an additional A.A. degree from Mont Terre in May 2011. She is now working in a full- time position as director of recreation for an area senior citizen's center.
- Chelsey Dawn: Chelsey is a traditional white female student, aged 21. At the time of the study she was a second year student at Mont Terre working on a degree in therapeutic recreation. She is a first generation community college student. Chelsey participated in the focus group and reflective journal phases of the study.
- Darwin Washington: Darwin is a traditional black male student, aged 20. He is single and has no children. At the time of the study Darwin was in his second year of studies at Mont Terre and had just decided on a major in parks and recreation. This past summer, he worked with Diane as a volunteer coordinator for the Special Olympics. He is a first generation college student.
- Nolan Adams-vocal and instrumental music teacher
 - Muffin Murphy: Muffin is a white nontraditional female student of Polish descent, aged 65. She is married and has three children. She has an advanced certificate in accounting and works for an area business. She is also the cantor for her church. Muffin has

been taking music classes with Nolan for over 20 years and has been his student at three different community colleges, including Mont Terre. She is a first generation community college graduate.

- Susan Clark: Susan is a white nontraditional female student, aged 42. She is married and has two children. She has a degree in elementary education and has taught first grade. Currently, she is working on a second degree in music with an emphasis on instrumental performance. She is a first generation college graduate.
- Madeline Chavez: Madeline is a Latina nontraditional female student, aged 32. She is divorced and the mother of one son. She has an advanced degree in music. She is a first generation college graduate. Madeline participated in only the focus group interview portion of the study.

Main Study: Student Interviews

Phase one, student focus group interviews

Students were invited to participate in a focus group interview with me lasting approximately 1 hr to 1.5 hr. During initial contact, the students were informed about the purpose and the method of the interview. The purpose of the focus interviews was to orientate the students to the purpose of the study and to introduce the topic of passionate teaching. Questions teased out feelings about passionate teaching and were based upon themes and ideas from my reading about teacher passion and student motivation and student perceptions of passion. These broad topics included:

- Qualities and perceptions of teacher passion
- Effects of teacher passion on the student
- Creation of a passionate learning environment

It set the stage for the reflective writings, which encouraged students to consider specifically how they had been affected by teacher passion. Each focus group interview was conducted at Mont Terre College at a time convenient for the students. I repeated the process three times in order to include all nine students in focus groups. The focus group interviews began with me asking questions from my prepared list about the concept of teacher passion and then asking for examples of how the faculty member exhibited teacher passion. Students in all three groups seemed thoughtful in their responses. I noticed that Nolan's students worked particularly well as a cohesive group during the focus interviews and were able to give many specific details about Nolan's behavior without my prompting for more facts. I believe that this may have happened because of the fact that they were all a part of Nolan's choir and had spent many years, some as many as 15 years, working with Nolan. It is also interesting to note that in Sarah and Diane's group, the nontraditional students, aged 25 and over, immediately focused on caring, equating teacher passion with caring and role modeling. They recognized quality performance teaching in the faculty, but they moved the conversation and their comments quickly to caring aspects of teaching. There was very little progressive focus towards caring in the discussion with these nontraditional students. It was their starting point of conversation. They moved directly to the concept of caring when asked about what passionate teaching looked like and when we discussed the definition of passionate teaching. The traditionally aged students, ages 24 and under, initially described teacher

passion as relating more to the actual manner in which the teacher taught, the performance aspect of teaching. They described a passionate teacher as one who uses active learning, asks thought provoking questions and avoids a reliance on PowerPoint. The traditionally aged students moved from the less intimate aspects of teaching to the intimate only after initial discussions and focus.

While I had planned for the students' initial contact with me to be in a focus group setting, in each of the three group interviews, there was what I named an "early adopter," a student who came to the group meetings about 20 minutes prior to the start of the focus groups and who established a one to one rapport with me prior to start of the focus groups. In each of the three instances, the student came early and after we had exchanged introductions, began to tell me about his or her work as a student and questioned me about my own life as a doctoral student and educator. I did not take notes or tape in these early moments. The conversations were general. I included my observations and perceptions of these early encounters in my contact sheets and two-column journals. Later, when several of the early adopters wrote to me, I had their email correspondence as records of our conversations. The early adopters in each focus group were more willing to answer questions and frame discussions than those who hadn't had the pre-group conversations with me and already established the beginnings of individual intimacy. Throughout the course of the study, the "early adopters" sent me emails of inquiry, wondering how the study was progressing, and one even sent me an invitation to her graduation. I took advantage of the early adopters and used them as sounding boards after the interviews were over to describe what I saw emerging in the data and to ask them to verify my perceptions. I also worked to get feedback from the rest of the

students about emerging data, checking accuracy of their ideas, along with the early adopters. The students were in general agreement about my observations. The early adopters would add more detail and give additional examples of how their teachers mirrored the observations. This was particularly true when we examined the data on teacher caring. Leslie and Gina, both early adopters, added yet more stories and detail about ways that Sarah and Diane had illustrated that they cared for their students.

In order to allow for complete accuracy and more complete concentration on the interviews and field notes, the interviews were taped. I transcribed each tape and sent emails with the transcription to each of the focus group participants to verify the accuracy of the tape and for more feedback. All interview participants were asked to sign a release for the audio taping of the interviews. All tapes were secured in a locked filing cabinet at my residence and will be destroyed within one year following the interviews. The questions for the focus group interviews and the script that I worked from to begin the interviews may be found in Appendix B.

Immediately after each interview, I completed a contact sheet to capture initial reactions and to note questions and themes for follow-up. A challenge for me in this research was negotiating the Self-Other dynamic. Susan Jones (2000) challenges qualitative researchers to verify their own subjectivity and theoretical stance so that “decisions are indeed rooted in the research process.” As a passionate teacher, I needed to safeguard against an all- emergent Self. The contact sheet helped me reflect on my perceptions of the focus group feedback and to separate out my own perceptions as a teacher and as a student. A copy of the contact sheet form may be found at the end of this chapter as Appendix B. Additionally, I created a two-columned log journal, adapting

the two-column error analysis log developed by Mina Shaughnessy (1977) to a field note log with reflections. My notes took on the appearance of a two- columned journal, with my personal ideas on the left side and what I watched and perceived in the participants on the right side. In this manner I tried to collect observations in an objective mode and allow for my own perceptions to be filtered. I regularly reviewed field notes to pursue specific leads for the next observation and interview sessions. The students were prudent in sending me emails after the focus groups when further thoughts occurred to them about the interviews.

Phase two, reflective student journal. At the end of each interview, the students were asked to keep a five-day reflective journal utilizing *Survey Monkey* as a repository to protect their anonymity. After the focus groups, I wanted to give the students an opportunity for more in depth reflection about teacher passion and how this affected them. I believed that responding to reflective prompts written over the course of five days might generate more developed responses about their experiences. I also used the journals to help prepare them for the more specific individual interview questions that I would ask later in the individual interview phase.

The journal focused on passionate teaching and its effect on the student as an individual. The hope was that individual differences in perception of passionate teaching and factors contributing to why the student is affected by passionate teaching would be illuminated by the reflective writing. I designed the prompts as open-ended questions which addressed three themes. These included:

- Qualities of passionate teachers
- Effects of passionate teaching on the student

- Effects of passionate teaching on the student as learner

Each day's prompt began with a general question about the theme and then asked a question which required more specific development about the general question e.g. "What does passionate teaching look like? How do you know when a teacher is teaching passionately?" Students received a \$20 Amazon gift card for completing the journal. I modeled how to complete a prompt for the students as an example of the type of description and richness desired in reflective response. There was no specified length for each journal entry. Students were asked to write "until the thought is complete and emptied on to the page." The students were asked to post the completed journals on *Survey Monkey*. Once the students completed the reflective journal, they received the Amazon gift card. The reflective journal prompt, instructions, and sample response are found in Appendix D. I completed a contact sheet and field notes immediately after reading the Reflective Journal. Data results were read, and thematic threads identified, and data then categorized as possible to fit identified thematic threads. Because of my previous work with passionate teachers in my early research study, I had to constantly be aware of the possibility of making my research findings match what I had found in the earlier study and what I knew from the literature. It was important to me that I allowed what I observed in this study to unfold on its own, without influence from the previous early research. I wanted the observation and data to guide me to the results rather than me guiding the observations to any preconceived notions of results. I did this by attending to simple observation, noting what I observed and what was documented in the students' writing and on the tapes. I checked what I had perceived and noted in the data with an uninterested observer, a colleague who teaches writing at a Midwestern

university. She was chosen for her research knowledge and proximity to me during the study. An uninterested observer is an outside observer who acts as a peer-debriefer. This offers the researcher a sounding board to check observations and helps avoid bias. I did this by sharing the transcripts, then the data analysis threads with her. This process of peer-debriefing as described by Lincoln and Guba (1985) allowed me to explore aspects of the research which had previously been simply implicit. I wanted to avoid making my research findings match the early research study. The peer-debriefing helped me do this. After mining the initial field and emerging ideas, I considered potential secondary questions for further student interviews.

Phase three, individual student interviews. The purpose of the individual interviews was to better understand each student's individual story and to examine emerging data threads in more detail. Prior to the individual interviews, I reviewed the focus group interview transcripts, my notes, and the reflective journals and compiled a list of emergent data threads (EDT). Using emerging results to progressively focus the research, questions were developed to delve into developing data stories and to better understand students' responses. I began with the same pre-planned questions for all interviews, covering topics including qualities of passionate teaching, descriptions of passionate teaching, effects of teacher passion on students, and creating passionate teacher development. I then asked more focused questions based upon their responses and upon my list of EDT. I referred to the student's reflective journals at each interview as a means of moving them into reflective thinking mode. One of the students, Susan, referred back to the reflective journal questions many times in her interview with me. I had the impression that she was trying to expand on her journal notes in our discussion.

While this was helpful to have her further develop her thoughts, I also wanted to probe for ideas outside of the journal. It was with some work and distraction that I was able to move her beyond her previous reflections and explore new idea threads in our interview. Most of the student reflective information in the journals was repeated within the course of each interview. The journals were helpful to me because they gave me previews of longer stories that the students sometimes expanded on in their one-to-one interviews. A complete description of each individual student interview is found within the text of faculty stories in chapters five, six, and seven.

I interviewed seven of the students from the focus groups, two for each of three faculty members and one additional student from Sarah's students. I eliminated two of the students from the nine who had participated in the focus group interviews because I believed that these two students were not fully engaged in our discussions. Neither of the two had talked much during the focus group interviews and their reflective journals weren't rich. One of the two didn't complete the reflective journal, and the other student's journal lacked depth and effort.

Five of the interviews took place in a small office in the Mont Terre Community College Conference Center. The interviews with the music students of Nolan Adams took place in a large music practice room in Mont Terre Hall. The interviews lasted from just under 1 hr to one interview lasting 2.5 hr. For each of the interviews, I worked to set up an air of safe intimacy. The office in the conference center was large enough to offer us a table and comfortable chairs. The room had a large window and was light, providing me on more than one occasion, with a bird's eye view of fresh-falling snow. The music practice room offered privacy, space, and also an aesthetic view of the Mont Terre

arboretum. Each of the participants allowed me to tape the interview and after an initial moment or two of shyness, became comfortable with the taping. Students chose a time that was convenient for them for the interviews, most preferring to schedule the interview around class times.

I began each interview off with interview prompts that I had created prior to beginning the study and then added those that had emerged after considering the focus groups and the student's reflective journals. More probing questions emerged in each interview based upon each student's initial response. About half the students were initially focused on sharing global comments about why they believed their teacher was passionate. It was clear to me that they had a great desire to tell me how good their teacher was. I had to reframe questions and work on different probing techniques to move them to specifically show me what they meant with the global comments. This was particularly true for the student Muffin Murphy. I kept asking her if she could give me examples of what "fabulous or good" meant. Eventually, this led to longer stories about Nolan, and I gained rich data that I could pick my way through the story to a more specific point of analysis. Contact sheets along with the two- column log journals for each interview were completed within one day of each interview. Each tape was transcribed and then shared with each of the students to check for accuracy of the tape. I did this via email. The students all agreed to the accuracy of the tapes, with Linda and Gina reiterating how important their teachers were to changing their lives. Linda and Gina seemed particularly eager to continue contact with me and identified with me as a nontraditional female student/mother. Because of this connection, I tried to be more objective in how I interpreted their responses, and I was careful to check their own

observations and perceptions about the teachers against the observations of the other students interviewed.

I added the interview transcripts in with the previous data collected and worked to adjust, add, and subtract my data themes. I found that one of the data themes, caring, was beginning to emerge as multi-layered, and I adjusted the caring category out as a fanned theme. At this point, I felt that I had a picture of student perceptions of passionate teaching painted in broad strokes. I shared my ideas with my peer debriefer and adjusted my perceptions based upon his feedback. Initial questions for the individual student interviews can be found in Appendix E.

Main Study, Faculty Observations and Interviews

Phase one, faculty observations. The purpose of the teacher observations was to better understand the thoughts shared by the students about teacher passion. I hoped that the students' data stories would help focus the teacher observations and allow me to examine the teaching for connections to the student perceptions about faculty teaching. I created an observation checklist, (Appendix F) based upon the emergent data threads from the student focus groups, reflective journals, and individual interviews. I wanted to observe the class first with no preconceived notions and then contextualize my observations with the EDT. In each observation, I began by acting as an objective observer, watching, listening, and taping the observations. I incorporated the checklist into the observation process after about 45 minutes. The observations also provided additional illumination about the teachers' interactions with their students and illustrated how the teachers taught. These observations took place during classes chosen by the teachers. I wrote to each of the teachers and asked them for times when it would be

appropriate for me to visit their classes. Sarah and Diane each wrote me back with their schedules for the next eight weeks and indicated which classes they felt would offer the best observations. Their choices reflected particular lessons that they both really enjoyed teaching. It was interesting to me that each teacher seemed very enthusiastic about the lesson, the learning and how they taught. They wanted me to see their best craftsmanship. While Nolan didn't give me an eight-week schedule, he too chose classes that he thought I would enjoy based upon what he was teaching. He wanted me to see his students practicing opera and the dress rehearsal class so that I would have an opportunity to see as he called it, "the whole three-ring circus." Diane asked me to visit her professional leadership class, a course designed to help students learn about leadership in the health care professions. It includes broad themes of team-building, leadership styles, communication styles, and basic leadership management. I made my choice of visits based upon their recommendations and in the case of Sarah, I watched a college success class and also a section of a course that she taught in her discipline major, phlebotomy. Nolan and Diane's class visits were for the same course and section, both visits. The classes for each instructor were all taught in two-and-a-half-hour blocks, and I stayed the full time for each class, ensuring a minimum of five hours of observation for each faculty member. Three of the classes were day classes, and three were evening. All of the sessions for Nolan the music teacher were evening classes, and the hard discipline class for Sarah Stone was also an evening section. Nontraditional students accounted for about 60 percent of the students in Diane and Sarah's classes. Nontraditional students accounted for 75 percent of Nolan Adam's enrollment.

For each observation, I arrived about 20 minutes early for the class and sat in as unobtrusive a spot as I could. I wanted to be a detached observer, working to observe, absorb, connect, and validate data responses. While I waited for the class to begin, I watched the students arrive, listened to them talk amongst themselves, and noted whether they brought a textbook and seemed prepared. I was able to observe how and when the faculty member arrived to the class and how the faculty member prepped for the class. This allowed me to also note the pre-class interaction between teacher and students. I noted the type of space that the faculty member had for a class, the number of students in the class, and the number of tardy students, and I tried to get a good sense of the atmosphere in the classroom. Each of the faculty introduced me at the first observation of their class. All six classes were very interactive sessions, and I had ample opportunity to watch how the students interacted with one another, the material, and the teacher. I taped each of the six class sessions that I observed and transcribed the tapes. I took ample field notes for each class and transcribed them within 24 hr of each observation. During the classes, the students seemed able to ignore me and attended to the lesson. Only two of the students from the interviews, both from Nolan Adam's group, were present in the classes that I observed. These observations were shared with the faculty members during their later faculty interviews. At each faculty interview, the faculty member had an opportunity to add more information to the transcribed notes or to volunteer his or her own ideas about what I had described. In all cases, the faculty agreed with my observations from their classes. Their commentary added background and context to what I had observed and helped me verify and deepen my observations.

I completed a contact sheet within 24 hr of each observation and a two-column log. After reading through my field notes, the log and contact sheets, I did an analysis with my data themes and added and adjusted themes based upon what I had seen in the observations.

Phase two, faculty interviews. After the observations were completed, each of the passionate teachers was interviewed. The purpose of these interviews was to better understand from each faculty members' perspective their ideas about his or her teaching and to allow reflection on the emergent data threads from the student interviews and observations. These interviews provided a better understanding of their teaching and how it relates to passionate learning. It also provided an opportunity to discuss the student perceptions and my own perceptions about their teaching and allow them to explain the phenomena that I saw in their teaching.

I set the interviews up with each of the faculty members within two weeks of the last observation of their classes. My interview with Sarah took place over lunch at Mont Terre Community College. Nolan and I met in the choir room at Mont Terre for coffee. Diane's interview took place in her classroom, two days after her last observation. In each case they had previously reviewed my observation notes from their classes. I based my initial questions on themes from the research questions of the study. I had also prepared a list of questions based upon my observations of their particular classes and on themes that the students had presented in their focus groups and private interviews.

Initial open-ended questions for the teachers can be found in Appendix G. These interviews covered such topics including qualities of passionate teaching, creating passionate teachers, perceptions of how passionate teaching affects learners, and the

effects of passionate learning on teachers. At this juncture, I was trying to triangulate some of my own observations and the students' with each of the teachers'. I was also working to dig ideas out from each faculty member's own thoughts about student passion. I was very conscious at these interviews of my own roles as observer, teacher, and student. I tried to stay ever-present in the role of observer and listener and worked to limit my own speaking to questions and to probes. There were several instances when I found this very challenging, particularly when Sarah described her feelings about wanting to make better lives for the students and with Nick's description of wanting to get a talented student back in school. It made me realize that my own desire to help and care for students might blend with my research. I tried to compensate for this by recognizing this in myself and also by using the detached peer- debriefing after each interview, along with the two-column journal. I taped each teacher interview, transcribed the tape, and then shared it with the faculty member to ensure accuracy.

Analyzing the Data Themes

After the student focus groups, reflective journals, and personal interviews, data were reviewed and a data sorting system developed, based upon emergent patterns and interview question themes. The first step in this process was a complete review of all of the data transcripts, field notes, emails, student journals and my own two- column log journal. I did this review after every phase and step in the study. I read through these materials after each step, highlighting interesting phrases and ideas. I made a list of these ideas after each of the first three steps of the study, the focus group interviews, student journals, and individual student interviews. At the end of the first phase of the study, I

reviewed the data materials again for all three phases and the categories that I had created and refined the categories so that I had more specific ideas and concepts.

When I began phase two, the observations, I had what I believed could be data categories for a coding system but I purposefully did not code data into categories until the research investigation was complete because I wanted the answers to the research questions to fully emerge prior to my drawing conclusions. I felt that to code the data would be to tie me to a data story.

The data coding system was designed centered around these emergent patterns and themes. Particular attention was given to relationship and social structure codes, strategy codes, and narrative codes. A wide range of words and behaviors that equate with passion were included, noting that passion may appear very different from the perspective of a physicist than from the perspective of a music teacher as noted by Neumann (2009). Those narratives that were most rich and filled with deeply constructed and branched ideas aided in helping to identify emergent themes and acted as a framework for analyzing the harvested data story. I again reread all data transcripts, correspondence, field notes and my two- column log journals. The two- column journal was particularly helpful in noting objective observation. After rereading the data, I made a new list of what I believed were data codes. I then went through all transcript data, notes, and journals and began to mark them for the data codes, sometimes using some data for more than one data code. I also used McGovern and Miller's (2008) Virtues and Character Strengths Applied to Teaching, concepts derived from Positive Psychology's Values and Strength Inventory, adapted from Seligman et al. (2005), integrated with Keeley et al. (2006) Teacher Behavior Checklist qualities of "courage" as data codes.

When I completed this task, I shared the data codes with my peer debriefer and asked for feedback. Based upon this feedback, I adjusted the data codes and information. I then took the transcript data and notes and categorized them by theme for the study. Finally the data were reconstructed around a thematic framework, Sternberg's Triangular Theory of Love (1997).

Sternberg Triangular Theory of Love.

I implemented Sternberg's Triangular Theory of Love (TTL), framing it around Sternberg's three components of intimacy, passion, and commitment (1997). It is thought that the TTL may also be useful when analyzing teacher passion factors because of the framework it offers for understanding the intersection of passion and relatedness to commitment. Diagram 3.3 illustrates the Sternberg Triangle. Note the relationship between each of the three qualities related to love and how they interact to form different kinds of love.

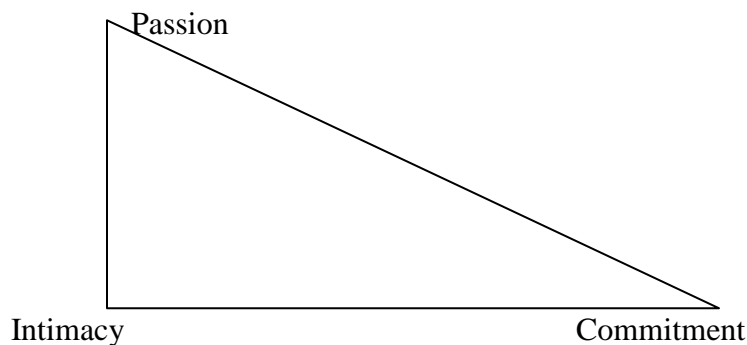


Diagram 3.3. Sternberg Theory of Triangular Love

McGovern and Miller's Virtues and Character Strengths Applied to Teaching.

McGovern and Miller (2008) Virtues and Character Strengths qualities of courage was used to help sort data and was employed to better understand how the study

participants stories reflected the characteristics identified by McGovern and Miller.

Table 3.2 describes the VCSAT qualities. After completing this analysis, I put together the larger picture that I found emergent from the research and began writing the research story.

Table 3.1

Virtues and Character Strengths Applied to Teaching & Learning

Virtue and Strength Definition

1. Wisdom and knowledge

Cognitive strengths used to acquire and create knowledge.

Creativity and ingenuity; constructs novel and innovative conceptualizations of student learning and pedagogy; curiosity and openness to experience.

Examines processes as well as outcomes of teaching and learning; finds gratification, even in the mundane phenomenology of required tasks; open-mindedness and critical thinking.

Seeks and evaluates evidence that may be contrary to personal beliefs, perspectives, and prior decisions.

Love of learning; pursues new discoveries systematically and appreciates serendipity in the world of ideas.

Perspective and wisdom; provides wise counsel to students and other teachers, grounded in reflected experience and with empathy for ways of seeing and being in the world.

2. Courage

Emotional strengths that involve the exercise of will to accomplish goals despite external or internal opposition.

Integrity and authenticity; truthfully presents one's self and declares clear principles or values; models consistently how this quality is essential for trusting relationships.

Bravery and valor; takes actions deliberately despite potentially great risks and dangers; affirms

Table 3.1 (continued)

Table 3.1 (continued)

“Bearing witness”.

Persistence and perseverance; sustains effort despite obstacles, boredom, or frustration, and often without apparent rewards.

Zest and vitality; demonstrates a passion for teaching and learning that is grounded in reflective practice for deliberate well-being; having a sense of priorities.

3. Humanity

Interpersonal strengths that involve tending and befriending others.

Kindness and caring; ethically and responsibly contributes to the teaching and learning of others despite a breadth or depth of differences.

Love; creates a safe haven in the classroom to foster interpersonal relationships of support and respect, with demonstrated cognitive and affective acceptance.

Social intelligence; tries to be attentive to subtle cues in teacher and student relationships and group dynamics; uses emotions as part of reasoning and problem solving.

4. Justice

Civic strengths for a healthy community life.

Citizenship and teamwork; builds collaborative communities of learners rather than solely rewarding individual achievements.

Fairness; nuanced capacity to identify biases in one’s perspectives; reasons, makes judgments, and implements ethical actions.

Leadership; adroitly facilitates the task demands and interpersonal dynamics of learning environments.

5. Temperance

Strengths that protect against excess.

Forgiveness and mercy; diminishes anger with empathy to sustain and renew relationships and build more collaborative learning opportunities.

Humility and modesty; communicates a consistent self-assessment of strengths and limitations. Values multiple perspectives and potential outcomes.

Table 3.1 (continued)

Table 3.1 (continued)

Prudence; takes care in daily choices; promotes balance and harmony in the pursuit of intended goals for teaching and learning.

Self-regulation and self-control; reflectively tries to override initial reactions to consider and implement alternative responses, especially in difficult, “no-win” classroom and professional situations.

6. Transcendence

Strengths that forge connections to the larger universe and its meanings. Awe, appreciation of beauty, excellence.

Recognizes and takes pleasure in the talents and creativity of others and oneself, but especially in the splendid discoveries made by one’s students.

Gratitude; appreciates and responds to being graced by profound and simple gifts found in the classroom and its diverse participants.

Hope, optimism, future orientation; responds to the successes and adversities inherent in teaching and learning with an open-minded perspective; expects the best and works to achieve it.

Humor and playfulness; approaches education with a playful recognition of incongruities and circumstances beyond one’s control.

Spirituality or religiousness; fosters learning environments where inquiry about higher purposes and meanings becomes one accepted means to develop a mature narrative identity.

Note. McGovern and Miller’s (2008), Adapted from Seligman et al. (2005).

After completing this analysis, I shared it with two peer debriefers, both academic peers. I believed that it would strengthen the objectivity of my findings to share it with two additional debriefers. This allowed me to put together the larger picture that I found emerging from the research and to write the research story.

After writing the story about each faculty member and his or her students, I shared it with the faculty member via e-mail. They each verified the accuracy of the stories. Each of them also took the time to write me an extended note, thanking me for

the work that I had done with them and for the gratification that they felt in knowing how much their students cared about them and understanding what their students were taking away from them. Nolan commented, “I always wanted to be a Nolan, to be that kind of a teacher. It means the world to me to see that for some of them, I am.”

Summary

In total, this study utilized a qualitative phenomenological approach to examine how adult learners in a community college setting experience teacher passion and how these learners believe this experience affects them. It used a combination of semi-structured group interviews, reflective journaling, and follow-up personal interviews to capture the thoughts and stories of the participants. The passionate teachers of these learners were observed a minimum of two times and were interviewed to better understand their own impressions about passionate learning. Reflective journaling was practiced by the researcher to better understand the participants’ experiences. Data were analyzed and bracketed by idea and reviewed with participants for accuracy. The unfolded learner stories and experiences were incorporated into a final data story. It is in the reflective examination of one of my own passionate teachers, and in how teacher passion affected me that I have come to better understand myself and my own motivations. It was my hope that in examining teacher passion and students’ affect that we as educators might come to better know, understand, and serve our students.




Chapter 4

Results and Implications

An examination of the data stories reveals that Sternberg's *Triangular Theory of Love* (1988) may be adapted as a framework for passionate teaching and learning. The angles of Sternberg's triangle are intimacy, passion, and love. These angles and concepts are manifested in the faculty student relationship (triangle) as learning intimacy, passionate motivation, and love. Each of the three angle concepts has its own subcategories. Table 8.1 illustrates this. Diagram 8.1 illustrates the triangle.

Table 4.1

Passionate Teaching and Learning Angles and Their Subsets

Angle 1 	Angle 2 	Angle 3 
<u>Learning Intimacy</u>	<u>Passion</u>	<u>Love</u>
Caring (5 subsets)	<u>As a</u>	Self
<ul style="list-style-type: none">Building self confidenceSetting high standardsPersonal lifeCompassionThoughtfulness	<u>Motivator</u>	Academic Learning
Quality of instruction		Career
Personal zest		
Discipline expertise		

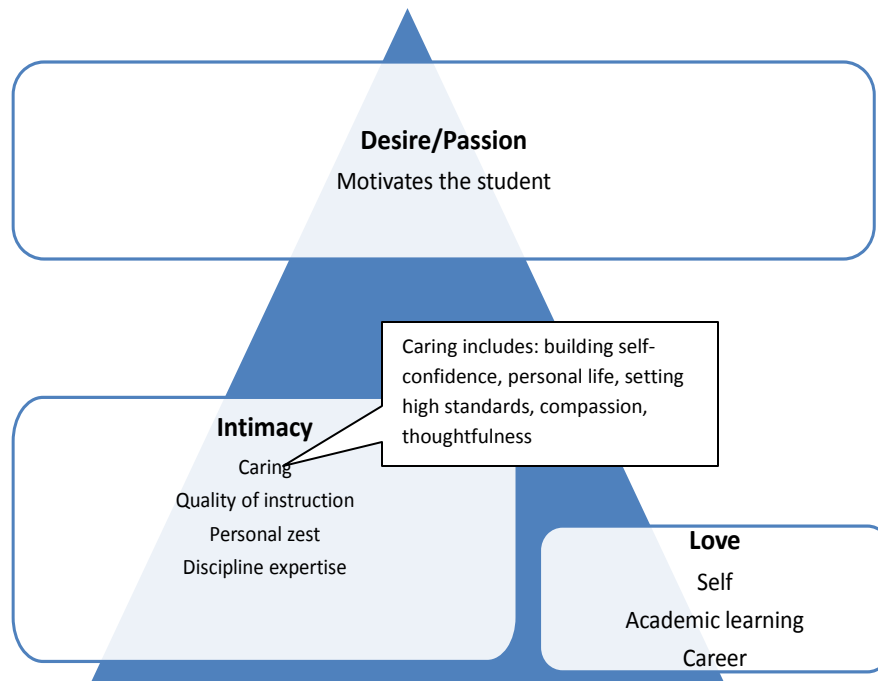


Diagram 4.1 Triangular Theory of Faculty and Student Relationships and the Effects of Learning Passion

How it Works

The Faculty Student Relationship Triangle process begins with faculty manifesting all or a combination of four factors and their subsets that create learner intimacy. Learning intimacy may be defined as those actions and qualities which create a greater knowing, understanding, and trust between learner and teacher and lead to a greater familiarity between them. These intimacy factors promote learning passion, the high charged motivator which moves students to love or like. This love is not characterized as a romantic love, but rather a love or devotion to the self, academic learning, and or, career. Student love of learning then acts as the fuel to motivate the teacher to create more teacher passion and desire. The reciprocal process continues. This is illustrated in diagram 4.2

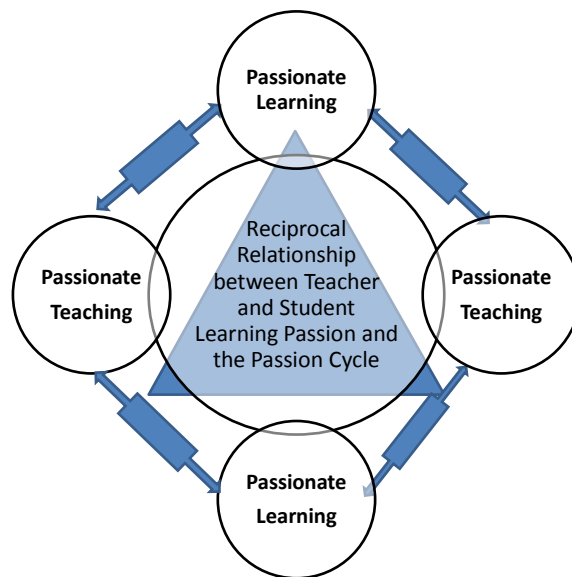


Diagram 4.2 The Symbiotic Relationship between Teacher and Student
Passion/Perfect Love

Here is an examination of the Mont Terre story from the perspective of the Triangular Theory of Faculty and Student Relationships and passionate teaching and learning.

How Do Students Perceive Teacher Passion?

Learning intimacy. *Learning intimacy may be described as those actions and qualities which create a greater knowing, understanding, and trust between learner and teacher and lead to a greater familiarity between them. This is important because learning intimacy builds trust in students. This trust is manifested as trust in the teacher and his or her actions and beliefs and as respect for the teacher and his or her beliefs.*

Darwin blurted out his answer to this first question during our first focus group; ‘what does a passionate teacher look like?’ Darwin didn’t need time to think. “She keeps her head up. She has high self-esteem and feels good about herself, and what she does, and it makes me do it too”, Roeger, E.B. (personal communication, January 6, 2011).

It seemed an odd answer to me. I was expecting something that reflected enthusiasm and caring. Now after meeting Diane, I understand what Darwin meant. Part of Diane’s passionate teaching involves her demonstrating that she feels good about herself and showing her students how to feel good about themselves. She makes a big point of helping students take ownership of their feelings and also making them consider what kind of workers they want to be and what type of environment they want to work in. For Darwin, part of passionate teaching is reflected in the way his teacher mirrors self-esteem and tries to build it. Other students discussed passionate teaching as reflecting commitment by the teacher to the profession, setting high standards, and an ability to create a caring environment.

After listening to students talk about teacher passion and observing passionate faculty, I believe that student perception of teacher *passion and learning intimacy may be* separated into four different categories: caring, creating quality lessons, personal zest, and teacher expertise in the discipline. Each of these manifestations, which are not mutually exclusive, is illustrated through teacher verbal and nonverbal action and interaction.

Caring

I believe that caring may be characterized as feeling empathy and compassion and respecting another's worth and emotional context. Parker Palmer (2007) describes it as the courage to show feelings of worth and care to another. Neumann (2007) describes the manner in which faculty care about their discipline and are driven to pass their love for the discipline on to new learners. From the students' perspective in this study, teacher caring is perceived as caring about the student and the desire for the student to succeed and live a healthy and productive life. It is also perceived as caring about students and wanting to make their learning experiences valued by them. Furthermore, caring is perceived as the teacher valuing the discipline and a devotion to teaching the discipline that they love to others. Caring is revealed through concerned comments like "I know you can do this" and "You don't seem like yourself." In this study caring, one of the subcategories of intimacy, was revealed in five ways.

1. Building self-confidence
2. Setting high standards
3. Personal life
4. Compassion

5. Thoughtfulness

Building Self-confidence

A common theme throughout the student interviews and in observing all three faculty members is how the faculty members built self-confidence in these students. Building self-confidence means to develop the students' perceptions of their own self-worth and ability to succeed. Building self-confidence was described in detail by four students in individual interviews and was observed by me when I visited all three faculty (personal communication, January 14, 21, 28, 2011; February 8, 2011; March 3, 7, 2011).

For Darwin and Avery, two of the traditional-aged students, building confidence related more to learning the material in classes and reaching career aspirations. For the two of them, it wasn't personal (D. Washington, personal communication, January 21, 2011; A. Kahn, personal communication, January 21, 2011). Building self-confidence took on a broader and more personal tone for two of the non-traditional women in Diane and Sarah's classes: Leslie and Gina (L. Clark, personal communication, January 14; G. Augustine, personal communication, January 28, 2011).

Both women returned to Mont Terre, seeking to begin a career in midlife. Leslie and Gina began to value themselves differently. They placed more emphasis on doing what was important to them as women and in pleasing themselves. For Leslie, this was particularly traumatic because her decision to return to school was based in part on an unexpected divorce from her husband. For Gina, the challenge was cultural, coming from an immigrant family, where education wasn't highly valued; the prize was marriage. Gina suffered the trauma of losing her husband at an early age. Both of their journeys are examples of transformative learning (Merriman & Cafferella, 1999). Here, Leslie

describes herself and how Sarah changed her (personal communication, January 14, 2011).

I was scared because of my age, pretty down. I didn't think I was worth crap. I didn't believe in myself. I felt worthless. She had to pull me out of that one. I wasn't sure that I could do a lot of stuff. And she was funny about it, "now you need to breathe, alright?" She wasn't mad. She said I needed to learn confidence. So I took the whole year with her, and I think that it was really supportive.

Leslie graduated from the highly selective radiology program at Mont Terre and now works as a radiology technician for a suburban orthopedic practice. She is currently also enrolled in a master's degree program in radiology. Here she describes how she came to the decision to continue her education (personal communication, January 14, 2011).

What I will most remember is that pinning ceremony. I won't lie. That hug. It's that moment where she let me know that I wasn't finished yet. I have that in my head all the time, and I tell her that. I did go back for me but it was her believing in me that much. I have this little bird in there. I'm so thankful that she's doing that for me.

Gina tells me about an instance in which Diane suggests that she apply for a department scholarship. "She encouraged me to apply for the scholarship and she supported me. Coming from a family where my education wasn't encouraged, it means a lot to me that she believes in me" (personal communication, January 28, 2011). Gina graduated with her degree in therapeutic recreation with an emphasis in seniors' therapy

this past summer. When she came to her interview with me, she brought along her portfolio of projects from her program and proudly showed me examples of her work from her practicum. I saw pictures of a woman with a big smile on her face surrounded by senior citizens and a horse racing game that she had made for them (personal communication, January 28, 2011). In our discussions, Gina focused on the cultural challenges that hindered her journey to a college education. Working with Diane and seeing Diane as a professional role model helped Gina's self-concept to grow, moving her to accomplish her educational aspirations. For these two women, the self-confidence aspect of caring is particularly important because it led to larger changes in their lives beyond their education.

Avery, a traditional-aged student, also noted Sarah's help in building her self-confidence in the classroom. In Avery's case, the boost in self-confidence enabled her to successfully complete her work as a healthcare technician and to pass the state boards (personal communication, January 21, 2011).

She said I could do it. Most of the motivation was encouragement. I think that helped. I was scared and had never done this before and it was my first time. She always said, "You can do it." She offered her help through the whole semester.

Darwin expressed a similar feeling. "Because she believes in me, I believe in myself. She has pride in her job and in me" (personal communication, January 21, 2011). Darwin believes that he has the ability to do the work and become a parks and recreation coordinator. While none of the student's in Nolan's classes described Nolan's caring as confidence-building, I observed him do this when I watched him work with his students

(E.B. Roeger, personal observation, March 7, 2011). He tells the men that they are “mighty men”. It’s important to note that his class is made up primarily of students who aren’t degree seekers and are taking his class for pleasure and enrichment. Since joining Nolan’s chorale, Susan Brown has resumed taking flute lessons and has joined two flute ensembles, another example of belief in self (personal communication, March 7, 2011).

Setting High Standards

The faculty in this study consistently set high standards for their students and voiced these standards and the need for the students to meet them. High standards are the goals and goal benchmarks for student grades and also for student academic and career aspirations. Students repeatedly told me that faculty members demonstrate caring about students by setting high standards for students and for themselves. High standards are perceived by students as faculty wishes for student success. Faculty desire for students to achieve goals. In turn, the student then wants to please faculty and to demonstrate that this confidence is not misplaced. Dina, a nontraditional student who returned to school after 20 some years as a stay-at-home mother, believes that setting high standards made the entry-level job she trained for seem more important. Her feelings are echoed by many nontraditional learners’, particularly women, who have an increased need to build self-confidence (Merriam & Cafferella, 1999). Dina describes this (personal communication, January 14, 2011).

She wanted people to excel in other things and to move beyond and to grow. I didn’t feel like I was a part of her stats. She didn’t make the position or me feel unimportant, even though it’s just an entry-level

position. She left me with a sense of importance to that position and what you could do with it.

Dina also voices this when she describes Sarah's high expectations and reaching to meet them (personal communication, January 14, 2011).

I wanted to pass and pass well, be at the top of the class. And I'm a motivated person, but I honestly believe it was the manner and the discipline with which she taught that made me do better. More than just pass through with a 78%. Well I didn't want to any longer just pass with a 78%, and I do believe that it was her manner of teaching that made me want to do that.

Avery, a student of Sarah's, believes that students can tell the difference between a teachers who really *care* about students' doing well and teachers who say that they want students to do well. She says that the teacher who sets high standards and who believes in the student's ability to meet those standards creates an environment in which the student works hard to validate the teacher's faith in the student's ability to achieve goals. "Other teachers say that they want you to pass and you know that they do, but how they say it is different. And so if there's somebody who wants you to do your best and you truly believe it, then you do" (personal communication, January 21, 2011).

Darwin echoes this (personal communication, January 21, 2011). "I never liked school. I was good at it but I didn't study and didn't like going to school. She makes me think of this now as training, and I love it and care about it. She makes me work so that I can be good at my job. I feel that I'm learning something important." Gina talked to me about doing projects and assignments over and over again, even if she got all the points

for them, because she knows that Diane has high standards and the projects just weren't good enough for someone that she respects so much (personal communication, January 28, 2011).

She inspires me to study harder and harder and to put in more time in my research. It wasn't right the first time, if it wasn't good enough for her, it wasn't good enough for me. I may have gotten all of my points but I know that she expects more from me and I want to give more. I can honestly say that she brought out the best in me. That I didn't think I had anything left and I found that much more strength and energy to do that much more.

The teacher's high expectations produce a drive in students to meet these high expectations, creating higher learning outcomes for students. This is consistent across all three faculty members, both work- force faculty and humanities- music faculty. Nolan Adam's expectations for his choir are reflected in their comments about wanting to make Nolan happy by singing well. This was clear when I watched the Chorale's opera performance and rehearsals. Nolan uses humor effectively to critique. "Now did you all have Chinese for lunch? (Nolan seems to think that eating Chinese food makes people groggy.) Ladies, you need to elongate those words! Men, you don't sound so mighty right now!" (personal observation, March 7, 2011). The choir then straightens up, does the part again, and each time they sound much better.

Personal Life

Personal life may be explained as the faculty members sharing some elements of their personal lives with the students. This translated into showing the human element of

themselves and also demonstrating to the students that the faculty themselves strived to meet personal and professional goals and to overcome challenges. The faculty didn't monopolize class time with their home lives or offer details every day, but did it at appropriate moments. For instance, Nolan might identify with a student's comment by saying that his son had done this, or that if his dog were at the rehearsal, he could add a few howls into the "Pirates of Penzance". Sarah might tell her students to check their returned papers for accuracy in figured grades because she had been up until three a.m. writing a paper for her doctoral program. These personal life vignettes helped the students feel that they knew the teachers. Students of all three faculty members describe another aspect of caring as the teacher's telling stories about his or her personal life. Leslie explains it: "She tells you enough about herself and invites you in. They want you to be a part of their world" (personal communication, January 14, 2011).

Sarah creates intimacy by sharing personal life. I noticed this during my first observation (personal observation, February 8, 2011). She asked the class to share stories about handling last week's blizzard and told them about her family shoveling snow for neighbors, who couldn't remove the high drifts from their driveways. She was very deliberate about the sharing, working through a little of her life with them, then questioning them about their own lives and reactions. She wove it into the lesson, yet while the stories didn't relate to content, they worked to create an intimacy in the learning environment and eased student intimidation of the content. By the end of the two-and-a-half-hour class, the students communicated openly with each other and with her. Sarah shared her own educational journey with them, working towards a doctoral degree. Students voiced respect for her efforts to meet career goals and better herself (personal

communication, January 6, 14, 21, 2011). For instance, in the College Success class, she talked to them about planning and told them about planning time to work on writing her dissertation. In this case, the personal touch goes beyond adding intimacy and acts as role modeling for students who desire reaching larger career goals.

Nolan discloses some of his personal life. Muffin Murphy told me, “He does share about his life but not the intimate stuff. I remember him saying, ‘My son will kill me if he knows that I’m talking about him’” (personal communication, February 14, 2011). Nolan tells the students a little about his personal life to add intimacy to his class and also levity. Nolan’s personality is illustrated through the funny stories that he tells his choir about his family.

Diane frequently uses her own personal work experience as learning examples for her classes (personal observation, March 3, 10, 2011). Sarah did this as well (personal observation, February 7, 23, 2011). Diane emphasizes how she handles situations emotionally. One of Diane’s teaching goals is positive self-image and emotional health (personal communication, March 3 & 14, 2011). She says less about her personal life specifically, yet Gina, who has had many classes with Diane, feels that she intuitively knows her (personal communication, January 28, 2011).

I don’t know her personally but I feel that she has gone through a lot in her life and I feel that when people go through a lot of situations in their life, it makes them stronger and more driven because it makes them want to excel because of their adversities. I’m living proof of that.

Diane’s personal stories act as inspiration for her students, just as Sarah’s do. In many cases, the personal stories are told by faculty to students for the purpose of setting

up a frame of reference and for a modeling effect which results in student learning. These stories have the added and sometimes unintentional benefit of creating learning intimacy and motivating students. Dina describes her first day of class with Sarah (personal communication, January 14, 2011).

Even on the first day, she would talk about her experiences, about working in the labs, and I understood her. That was very important to me coming back to school. I had had a huge intimidation factor. I think had I not had someone so passionate, my whole experience would have been completely different. I might not have completed it. She made me want to do better and to do the best that I can.

The personal stories are interpreted and utilized by students in a manner that best meets the needs of students as individual learners. In the case of Gina, Dina, and Leslie, there is a need to feel self-worth and for finding a mentor whom they respect and trust to validate their journeys.

For most of these students, the personal stories serve to create a comfortable learning environment. For Nolan's Chorale, the personal stories create an intimacy that allows them to be comfortable when Nolan pushes them to sing better and contributes to a pleasant learning atmosphere.

Faculty also to help students understand and remember learning uses personal stories. Avery mentions this to me. "She would use her experiences to help explain and her experiences sunk in a lot better (than just the facts)" (personal communication, January 21, 2011). Without prompting or questions, students for all commented that their teacher didn't tell them about personal problems or complain about their personal lives.

It made me wonder if many teachers may do this (personal communication, January 6, Focus I and II; February 14, 2011). Other students within each group picked up on this comment. Students don't want to hear about a faculty member's personal problems. Darwin told me, "She sets a good example. She doesn't complain about her personal life or talk about it" (personal communication, January 21, 2011).

Compassion

Compassion is caring and empathy. It is demonstrating a consideration for the feelings and emotions of the students. The very first comment that Muffin Murphy made about Nolan Adams focused on his compassionate nature (personal communication, February 14, 2011).

He's a very caring person. He cares about everybody. He's devoted to his family and this is his life's work. He tries to get everybody to enjoy it.

When he's had to boot people out, he's very delicate with them.

She made the statement during our first focus group, and all of the other members of the group jumped in to agree with her. You know that Nolan Adams is a passionate teacher in large part because of his compassion. Susan Clark said much the same. She even called it a blessing. "We're blessed because Nolan has heart, and it's innately who he is" (personal communication, March 7, 2011). Having heart and compassion is one of the reasons Nolan's students return each semester to work with him, some of them, like Muffin, for more than 20 years. Compassion is manifested differently in each of the three teachers. For Nolan, who is more dramatic by nature, the compassion looks louder, bolder. He seems to pronounce his passion (personal observation, February 14, March 7, & March 12, 2011).

For Sarah Stone, who is a bit quiet, it can be found in how she deals with a student in a one-on-one situation. Leslie remembers a student who lost her mother while taking one of Sarah's classes. Leslie watched Sarah stop and talk with the student prior to the beginning of the class, asking the student how she was doing (personal communication, January 14, 2011).

In my class, we had someone whose mother had died during the semester. She came over and hugged her and you know, "Do you need some time off? We can work this out for you. What do you need? Do you want to talk for a bit in my office? Leslie will take notes for you. She takes wonderful notes. What do you need for me to do to help you?"

Sarah and Diane's students see compassion as something that they respect in their teachers and something which adds to their own self-worth as students. Darwin says about Diane, "She sees you not just as a person or a student but as a somebody. She cares about people"(personal communication, January 21, 2011).

Thoughtfulness

Students perceive thoughtfulness as another way to demonstrate caring. It may be illustrated as a kind and considerate nature. Nolan's students spoke about this thoughtfulness and gave many examples. Susan described Nolan's surprise visit to her flute ensemble recital. (personal communication, March 7, 2011). Muffin Murphy talked about how considerate Nolan is during the longer opera concert, providing chairs for the choir on the risers so that they didn't have to stand too long (personal communication, March 7, 201; personal observation, March 12, 2011).

Susan gave another example. Nolan sends each member of the choir a birthday card with a handwritten note (personal communication, March 7, 2011).

In the focus group, all of the students proudly talked about their chorale tours. He looks for opportunities for them to sing and is thoughtful, asking them where they would like to go and then looking for those opportunities for the choir (Murphy, M., personal communication, February 14, 2011).

Susan and Muffin both wanted to sing well for Nolan in part because Nolan was thoughtful to them and seemed to care about all of them so much. They wanted to give a little of the love back through their efforts as students (personal communication, March 7, 2011).

Quality of Instruction

Faculty preparation and quality of teaching affect student intimacy. Strong classroom teaching yields classroom of intimacy. *Quality of instruction is the thoughtful design and execution of teaching with the learner's needs always at the total focus of the teaching.* This results in part from the respect gained from students who believe that the teacher is doing his or her part to create a quality lesson, which will prepare them professionally (Kahn, A., personal communication, January 6, February 14, 2011).

Observing Sarah teach, I watched a well-organized and prepared teacher. Each time that I watched her, she was in the classroom 15 minutes prior to the start of the class, laying out piles of papers and handouts, checking equipment, and bringing up a Blackboard site that had the day's lesson and media ready to go. Students had no doubt that she was prepared and ready to work (personal observation, February 8, 23, 2011). Leslie reflects on this (personal communication, January 14, 2011).

She prepared me to be great. Not just good but great. You know that in your heart. It gives you confidence when you're out in the world and you do make a mistake. You know that you will be able to do the work because she taught you for that.

In her interview with me, she described making a mistake professionally at her job. She felt like she was able to handle the mistake and the criticism because she had been well taught. She knew how to succeed and drew confidence from her learning (personal communication, January 14, 2011).

Dina (as well as several other students from Sarah's classes) told me that with Sarah, she knew what to expect. "She is very clear about the rules. There is no variation. She is really prepared for you and as a student you know what to do" (personal communication, January 6, 2011). I observed this in all of my interactions with Sarah and her classes. Watching Sarah teach was very directional (personal observation, February 8, 23, 2011). Dina echoed this (personal communication, January 14, 2011).

You kind of knew the first day that it was going to be a disciplined class and unless you had some sort of extenuating circumstance, this is the way it was and you were going to rise to the occasion or you don't, and because of her demeanor, you wanted to meet her expectations. There was no iron fist though.

Avery and Leslie recall practice tests and games, which Sarah created for her classes prior to taking state boards (personal communication, January 21, 2011). Avery told me about Sarah's care before the state exams (personal communication, January 21, 2011).

She put a lot of time in the students. She told us her daughter was getting married in August. She said that if we needed to call her, we should do that in August. If somebody is going to put that kind of time into you, you don't want to let them down. If you go to so much trouble to help somebody and then they don't take your advice and help, then the teacher might think that, "I just spent my time for nothing; I don't want that."

There are a lot of teachers who are good teachers, but they won't spend that much time on the students. It makes a difference. It helps motivate you to do it well. Not just good, but well. To succeed, if the teacher didn't care and I got a C, then I won't care as much because the teacher didn't care. If I did that to Sarah, and just barely passed, then I would feel that's on me because she did her share of the work, and I haven't.

Diane Tierney takes a high-energy approach to her teaching. She is a whirlwind in the classroom. In each of her classes that I observed she used at least four large interactive learning modules, pushing her students to use the fundamental knowledge that they were responsible for getting through readings outside of class (personal observation, March 3,10, 2011). She purposefully and adroitly hooks the foundational knowledge into the activities and asks the students in one-on-one questions to weave the ideas together for her. If the student doesn't have an answer, she waits until there is a response, and encouragingly says, "it's okay to try and this is how we learn" (personal observation, March 3,10, 2011).

Students related that all three teachers accept late assignments and keep working with students until they are caught up with the work and have done the work in an

acceptable manner (personal communication, January 6, 14, 28; February 14, 2011). I noticed this when I visited the classes of both Sarah and Diane. Each of them had sorted piles of student assignments and spent time at the beginning and the end of class handing out and collecting work from students. They checked their records to see what assignments were still out and explained the importance of the assignment. They showed them how the assignment would help them beyond the class (personal observation, February 8 & 23; March 3 & 10, 2011). I remember Sarah telling the College Success class to get the work done. “If you haven’t been to the career center yet to take the assessment for career aptitudes, you really should do it. Mont Terre has services that can really help you know where you need to go in terms of classes and jobs. We have only three more classes before we end, and it would be such a wasted opportunity” (personal observation, February 8, 2011). Gina talked about this too. “She will not accept us not being able to complete a project. We’ll keep doing it until we get it. She doesn’t give up on us and doesn’t allow us to give up on ourselves” (personal communication, January 14, 2011).

When I asked Gina what Diane’s teaching looks like, she gave me a picture of a teacher with good communication skills. “She doesn’t stand and read or read a PowerPoint. It’s all from her mouth, her life experiences. It’s what she knows. She doesn’t stand up and talk in a monotone” (personal communication, January 28, 2011). Leslie echoed the same sentiments when she described Sarah’s teaching. She pretended to be Sarah and modeled for me what Sarah might say (personal communication, January 14, 2011). Leslie began by changing her body posture to imitate Sarah and then tried to imitate Sarah’s voice.

Well alright class, let's begin. Did you have a good day at clinical? Did you remember how to stick that baby through its heel for the blood that you needed? She moves around the room and looks directly at you. I have three papers of yours to hand back to you today, Rosa. I can see that you're getting it. Okay, I have a little YouTube video for you here about "eating frogs." Can you imagine eating frogs? But this is about not procrastinating.

Nolan's students describe his teaching style as one whereby he tries to make the learning fun. He can take the complex and with humor bring pleasure to the class in learning. Susan Clark told me, "He knows how to even make the opera fun with a lot of bopps and sounds" (personal communication, March 7, 2011). Nolan created a medley of famous opera using sounds rather than lyrics for the words. The choir sang along with "boops, fas, las, ohs". The music was fun to listen to and the choir showed obvious enthusiasm when they got to sing and practice it. The audience at his concert loved it too. He found a way to make opera approachable for many who had never approached nor would have willingly done so (E. B. Roeger, personal observation, March 7 & 12, 2011).

Nolan surprises his students by doing the unexpected. His students told me stories of his doing silly things when they least anticipated it during music practices to keep the class interesting (personal communication, February 14, 2011). Susan Clark describes his teaching as "Full of lots of smiles and laughter and fun. You just don't know what to expect" (personal communication, March 7, 2011). Along with this, Nolan is thorough in preparation for his lessons and for concerts. Muffin gave the example of

the Vatican signing competition. When the choirs got to Italy prior to their Vatican contest, Nolan went to the Vatican to listen to other choirs perform there and to listen and learn what the clergy seemed to like. The choir from Mont Terre won the contest and was given an opportunity to perform at the Vatican for the Pope. All of Nolan's students are proud of the honor they won that day and of Nolan (personal communication, February 14; March 7, 2011).

Even students who weren't a part of the choir at that time know this story and point to it as an illustration of how much effort Nolan puts into his work with this group and how much he cares about them and making beautiful music (Clark, S., personal communication, February 14, 2011).

Personal Zest

McGovern and Miller (2008) identify personal zest as one of the qualities necessary for an exemplary teacher. *Zest is energy, liveliness and courage.* Each of the three passionate teachers exhibits personal zest as manifested by his or her own individual personality. Their personas are woven into how they teach and interact with students. In this study, students pointed to these qualities time and again as they described their perceptions of what passionate teaching looked like (personal communication, January 6, 14, 21, 28; February 14; March 7, 2011).

In my own interactions and observations with these teachers, I witnessed it as well (personal observation, February 8, & 23; March 3, 7, 10, & 12, 2011). It is noteworthy that while each of them possesses personal zest that is evidenced in their teaching and interactions with the students, the quality appears unique in how it is individually manifested. The personal zest of each of the faculty allows students to better grasp who

the faculty member is as a person and to build intimacy and trust between teacher and student.

Sarah

Leslie tells me that Sarah is a runner, just like Leslie herself. Leslie says that Sarah's personal zest reminds her of a runner's mindset. She is disciplined and motivated, and she works hard to meet her goals (personal communication, January 14, 2011). Dina explains about Sarah, "She is a motivator and motivates me in what she does. I think if someone just goes through the motions of what they're doing during the course of the day, that's what you get back" (personal communication, January 14, 2011). Dina believes that the motivation comes from Sarah's disciplined personality. She goes on to explain this about Sarah (personal communication, January 14, 2011).

She's a disciplined tiger. She's not totally rigid but you know what she expects. I think accountability is a big thing in terms of people who make you want to be better. Avery echoes Dina's statements (personal communication, January 21, 2011).

When I first met her she was straight to the point. She was nice, but I wanted to back away. I don't want to be the bad student. She came in to help us with paperwork and she was really nice. She took her time with us, and I knew that she really wanted us to pass the certification test.

Yet along with her disciplined nature and high standards, each of the students described a happy and easy to work with teacher (personal communication, January 6, 2011). Avery explains this. She describes being a little intimidated by Sarah, but she describes Sarah as nice and really wanting the students to succeed. You might say that

Sarah is courageous, willing to say what she thinks and push students along, not worrying about whether she is popular. Yet students love her because she stands her ground and helps them. Avery explains this (personal communication, January 21, 2011).

She gave a lot of time and interest and patience to students. If a teacher is not interested in them, then she won't help them in a way they need help.

I think my main thing is she was interested and passionate about getting you through the program.

Leslie, who spent the most time with me talking about Sarah and seems to know Sarah the most intimately of the group, added one more insightful dimension. Here is Leslie's response to my question asking her to describe Sarah's personality. "Happy, she's just happy about 90% of the time. She smiles and moves around trying to draw everyone into the conversation" (personal communication, January 14, 2011).

In total, I believe that Sarah is perceived as very organized and courageous in her stand on high standards and helping students meet those standards. She cares deeply about her students and about her profession. She goes out of her way to make students feel comfortable working with her and to draw them in. Her zest encompasses both love of discipline and love for her students (personal communication, January 6, 14, 21, & 28, 2011).

Diane

I will admit that when students in the focus group and interviews told me Diane had lots of energy, I envisioned someone with a little pep. Diane is pure vim. Darwin says, "There is energy there. I can be having a really slow day and I'll go in there, and she'll be so energized that she gets me going. She wakes up an idea, and we want to care

about it too” (personal communication, January 21, 2011). Gina describes this energizing feeling that you get from Diane in more detail (personal communication, January 28, 2011).

She has limitless energy and I think that she really wants to see a student succeed, graduate, and develop a career. I think that she has done her job very well, and it gives her energy and drive to go on and help other students do the same

This echoes the notion of zest manifesting from the passionate teacher as a result of the value the faculty member finds in teaching students about what is important to her and about seeing the students succeed as individuals.

Diane’s zest focuses more on her energy and her straight-to-the-point attitude about taking the profession seriously and taking yourself seriously. Gina and Darwin both discussed how genuine Diane is, and I noticed this myself when she taught her classes (personal communication, January 21, 28, 2011). The team building exercise with the swamp points to this.

Nolan

Nolan Adams is a very funny guy. It’s one of the first things that every student mentions about him (personal communication, February 14, 2011). He loves music, and he loves humor. He combines the two to make his classes more enjoyable for students and more entertaining. He’s done an excellent job of combining what he loves, entertaining with learning. One of the things his students look forward to at each of the concerts are what kind of funny tricks Nolan will play during the performances. The students are never privy to the funny costumes or tricks and wait eagerly for them to

appear at each and every concert (personal communication with Muffin Murphy, February 14 & March 7, 2011).

When I watched the Chorale rehearsal prior to their opera concert, one of the choir members asked him if he was going to put on a wedding gown during *Lohengrin*. He told him no. This was opera, not funny, and then he proceeded to open a cabinet door and show them the 125 elf hats that had blinking lights on them that he had just bought for a dollar a piece to use in next year's Christmas performance. It was the confidentiality of that moment along with the humor of the elf hats that added to the pleasure of working with Nolan (E. B. Roeger, personal observation, March 7, 2011).

Each teacher's personal zest aligns with and compliments his or her disciplinary expertise. Nolan the entertainer's zest, Diane's energy, and Sarah's patience add to what they bring to the classroom.

Discipline Expertise

Discipline expertise is the teacher's knowledge about their subject area and how this is conveyed to students. Neumann's (2009) study found that one of the qualities associated with passionate faculty is the desire to share knowledge and create a love for the discipline with students. The research with Mont Terre students identifies faculty's knowledge and love of subject as traits they admire in passionate teaching. When I interviewed Leslie, she discussed now beginning a master's degree program in radiology. Sarah, her instructor, had urged her to go on and get an advanced degree. Leslie also described how she viewed Sarah's knowledge about the field and work towards acquiring a Ph.D..

She [Sarah] knows so much about her field. I admire her for that and all that she's done professionally. She [Sarah] has written books about how to teach clinicians. I felt confident that she could guide me in my studies and inspired to strive myself. If she can do it and she's about my age, then watching her go back to school, just made me want to do better too. She's doing what she wants and loves. (personal communication, January 14, 2011).

Dina, who focused on the entry-level nature of the job she was pursuing, affirms Leslie's thoughts but through her own lens. I mean she was a big intimidation. All the letters behind her name and for her to be in a class that was really entry-level for her field and to see her there and that it mattered to her at the level that she was at, then, well, it mattered to me too (personal communication, January 21, 2011).

In Dina's case, knowing that Sarah was an expert and interested in her succeeding motivated Dina to want to strive to meet Sarah's expectations. Dina set her goals a little higher in order to please Sarah and now, herself. Avery describes Sarah's expertise in yet another way. Avery knows that Sarah is respected for her knowledge about healthcare; Avery wants to show that Sarah has done a good job of teaching her (personal communication, January 21, 2011).

I remember the first day of the clinical, the people said that Sarah and Mont Terre had an excellent reputation. I knew that I didn't want to embarrass the school. I was happy that I could do a good job. You know a student's job and work is a reflection of the teacher. A student is good. If the student does horrible, is it the student or the teaching style?

When I initially talked to Diane's students, one of the things that they told me over and over again is how knowledgeable she is about her field. They told me about students that they had known who had called Diane when they had questions or problems once they had full-time jobs and how Diane would listen to them and then help them figure out how to solve the problem. They were encouraged by the contacts that she had within the field and the ease in which she could pick up the phone and call a colleague when she needed to find an internship for a student or was working with a student to find a job after graduation (personal communication, January 6, 2011).

At my first meeting with Diane, I came into a classroom for a meeting with her, and she was surrounded by students. One of the students was talking to her intensely about his internship and people that he had met there and how they all seemed to know Diane and respect her. You could tell by the intensity of the student's facial expression that he wanted to make sure that he made an impression on Diane, just as she had made strong impressions and connections with people in the industry (E. B. Roeger, personal observation, March 3, 2011). Gina mentioned this to me too. She told me that when a student needed an internship or a job lead, a student could go see Diane and she would pick up her rolodex and had four or five leads for the student to call (personal communication, January 28, 2011).

Diane sits on the board of at least three local hospitals, charities, and park districts. In class, she will mention working with someone on a project and use it as a personal experience story to tie it into the lesson. Witnessing Diane and all that she gives to her profession and all that she knows about it, alerts students to how much Diane

values her profession and them, as future members of her profession (E. B. Roeger, personal observation, March 3, 10 2011).

Students of Nolan Adams view Nolan's expertise in a similar manner. They point to how Nolan has sung and played instruments in Carnegie Hall on multiple occasions and describe his work with several famous musicians. On occasion, Nolan has been able to bring famous singers to Mont Terre to work with his choir. Nolan also is the director of music for a large cathedral close to Mont Terre, and students liked telling me about all of the work that Nolan puts in to both jobs. In the focus group one of the members told me how devoted Nolan is to music and about how wonderfully he sings (personal communication, February 14, 2011).

You know Nolan's life is music. He is very knowledgeable about all kinds of music and he has a beautiful tenor voice. He spends a lot of time coming up with interesting programs for us and studying what kind of music we'll like and what we can learn from. I really appreciate that.

The Vatican singing contest is another example of Nolan's teacher expertise. The choir felt confident in following his direction, despite Nolan's changing the program and the venue dramatically. They rose to the challenge and won the competition and sang at the Vatican (personal communication, March 7, 2011). Teacher expertise leads to admiration, trust, and an added intimacy because the students feel that they know more about the teachers and are more connected to them.

Learning Intimacy Creates Passionate Learners

The intimacy factors of passionate teaching create motivational desire for achievement within learners. This achievement may be classified in three ways: to love

self, to love academic learning, to love career, or some demonstration of a blend of the three desires. Table 8.2 below summarizes the motivation to achievement for the seven individually interviewed students of the passionate teachers.

Table 4.2

Passionate Teaching Motivates Students Love for: Self, Academic Learning, Career Choice

Student	Self	Academic	Career
Leslie	Increased self image	Pursuit of a degree	Working in field
Dina	Increased self image	ad degree	Working in field
Avery	Increased self image	Pursuit of ad degree	Interviewing
Darwin	Increased self image	None	Interviewing
Gina	Increased self image	Pursuit of ad degree	Interviewing
Susan	Increased self image	Additional courses	Hobby
Muffin	Increased self image	None	Hobby

Self

All of the students described feeling better about their self-images after taking classes with a passionate teacher (personal communication, January 6, 14, 21, & 28; February 14 & March 7, 2011). This was emphasized both in personal interviews and additionally in the focus groups. The four nontraditional women—Leslie, Susan, Dina, and Gina—were more explicit and emphatic about this than their younger counterparts (personal communication, January 14, 21, 28, 2011). This may be due in part to the lower self-esteem associated with many nontraditional women community college

students when they return to school (Cohen & Brawer, 2003). Muffin, another nontraditional female student, who participates as a student only in Nolan's chorale, described it more indirectly. She proudly told me about all of the trips that she had taken with Nolan and the Chorale, particularly focusing on the singing contest at the Vatican, which was particularly important to her as a Roman Catholic and the cantor for her parish (personal communication, March 7, 2011).

Only Leslie had been through very recent emotional challenges, with the unexpected divorce from her husband of 20-plus years. She told me that her life had been like "crap" before she came to Mont Terre and began working towards her goal of becoming a radiologist and felt the encouragement of Sarah. In this case, I believe that it wasn't only Sarah's encouragement, but her role-modeling that helped motivate Leslie towards focused life goals and enabled Leslie to become more grounded. When I asked Leslie at the end of our personal interview if she had anything else to add about Sarah, she told me what Sarah meant to her: "I would love to keep telling her thank you. She took me from a dark place and moved me to something so much better" (personal communication, January 14, 2011). This was also evidenced by Gina, who described Diane's character as someone who she wanted to emulate and who she respected (personal communication, January 28, 2011). Dina also mentioned how much she respected Sarah and still does, now almost twenty years after first meeting her and working with her as a teacher (personal communication, January 14, 2011).

Darwin and Avery both described feeling good about themselves after working with their teachers. In the case of Avery, her teacher Sarah motivated her to do her best in her course work and on the state board. Avery's academic success created a sense of

accomplishment which improved her self- image (personal communication, January 21, 2011). For Darwin, it's a matter of Diane's discussion with the class about taking care of themselves and being good to themselves (personal communication, January 21, 2011). A third student from the focus group for Diane's class mentioned the time Diane spends on self-concepts and building self-esteem (Washington, D., personal communication, January 6, 2011). I noticed this when I observed Diane's classes. She pointed out to the class how important it was to feel good about where you worked and what you needed in a work place (personal communication, March 3, 2011). I found myself feeling better about *myself* after visiting Diane's classes, reminding myself to take the time for me.

Academic

All students that participated in this study expressed academic motivation created in part by passionate teachers (personal communication, January 6, February 14, 2011). Dina says that Sarah motivated her to want to do more than average, (personal communication, January 14, 2011). Leslie and Avery both described Sarah's discipline and commitment to their learning as what made them push themselves academically to meet the challenges (personal communication, January 14, 21, 2011). Gina described revising papers for Diane over and over again because she knew that they weren't up to Diane's standards (personal communication, January 28, 2011). In the chorale, Muffin talked about how hard she had worked, how hard the chorale works, to meet Nolan's expectations for their singing (personal communication, March 7, 2011). It was obvious when I watched the opera concert that the Chorale wanted to sing well for Nolan. Their facial expressions and body language, bodies poised and bent forward, their watching

Nolan's every move, indicated how hard they were working to meet Nolan's expectations (personal observation, March 12, 2011).

Career

Finally, the academic and personal motivations create a momentum to succeed professionally. In the case of Nolan Adams, both women have expanded their roles outside of the classroom and choir to include more music and make it a part of their work. For Susan Clark, this means performing in a flute ensemble and working on a part-time basis as a flutist (personal communication, March 7, 2011). Muffin Murphy sings as the cantor in her church parish and performs at weddings and funerals (personal communication, March 7, 2011).

Dina has been a health care professional for more than 10 years and is a preceptor at her hospital (personal communication, January 14, 2011). Leslie began working this past summer as a radiology technician for an area orthopedic surgery practice (personal communication, January 14, 2011). Darwin is now interviewing with several county and state park agencies for a job as a parks and recreations specialist (personal communication, January 21, 2011). Gina is now interning as a seniors therapeutic recreational specialist and has been asked to continue as permanent staff once she completes her course work in May (personal communication, January 28, 2011). Avery is now interning as a medical assistant and looking for a job (personal communication, January 21, 2011).

It may be more likely that some of these students would pursue a professional career in the field of their teachers because they have chosen career programs. Yet, their comments during interviews and the class interactions indicate that the teachers inspired

them to want to be a part of the profession and to use their educational opportunities to create careers for themselves. When I talked with Sarah about her students, one of the points that she made over and over again is how important it is to her to make sure her students know that they can go on and extend themselves and move farther in their careers. “I want to make sure that they know that they can do it (get the job professionally)” (personal communication, March 3, 2011). Nolan made a point of highlighting soloists who were pursuing majors in music at the opera concert, wanting to give them the experiences and a step up into the profession (personal observation, March 12, 2011). The teachers’ passion for their profession motivates their students to focus on these disciplines professionally.

The Student and Teacher Passion Cycle

The earlier responses described in this chapter demonstrate the love students have for these teachers. The comments that the students have made about how much they owe to these teachers, how much these teachers have changed their lives and helped them grow speak volumes. I have also noted throughout this study that the students’ actions speak to this. After the three faculty agreed to participate in this study, they each gave me the names of 10 students to contact for potential participation in the study. All 30 students contacted me within 48 hours of being contacted by their teachers. All of the students were willing to participate in this study and to do anything that they could to help these teachers. All of the students made time to meet with me during busy schedules as many times as necessary for as long as was required to explain to me how important these teachers were to them. In the case of many of these students, it meant finding time to meet me at Mont Terre besides working at full-time jobs, having family obligations,

and fulfilling school commitments. When I visited each of the teacher's classes, students who were not part of the study came over to me on their own initiative to talk to me about how much these teachers meant to them. There is gratitude and commitment here to these teachers that remind me of a tie to a family member. When someone who has given so much to them needs them, these students will not let these teachers down. I believe this devotion is reflected also in the comments the students made about how much the teachers have given of themselves to the students, and stems from the work done by the teachers to help the students succeed in learning. It is a two-way commitment on the part of students and teacher. Leslie and Gina both spoke to this earlier, saying that there is nothing that they wouldn't do for these teachers (personal communication, January 14, 2011).

In the case of Leslie and Dina, both women have kept in touch with Sarah. Dina now views Sarah as a colleague and mentor and calls her when she has questions in her job as a preceptor (personal communication, January 14, 2011). Leslie goes back for a visit about once a month to check in with Sarah at Mont Terre (personal communication, January 14, 2011). Avery made a point of reaching out to Sarah when she passed her state boards, and Sarah has called her several times to check up on how she's doing in her job search (personal communication, January 21, 2011).

Diane told me about the many calls that she gets from former students when they have job questions and how the students call to keep in touch (personal communication, March 10, 2011). Gina sees her regularly (personal communication, January 28, 2011). Darwin keeps up with Diane through social networking (personal communication, January 21, 2011). Muffin and Susan Clark have now been singing with Nolan for many

years. Muffin has worked with Nolan for over 20 years. All of the students in Nolan's student focus group seemed to feel like Nolan is a part of their family (personal communication, February 14, 2011). You could see the bond between the students and Nolan when I came to visit his class and he told them that he had been "proudly chosen by you guys, to be a part of this project. You made me passionate about teaching" (E. B. Roeger, personal observation, March 7, 2011). The students' love for the faculty member's discipline bonds them together further. All these students have moved beyond content immersion within their courses to becoming professionals who now focus their own lives on the same ideals that their passionate teachers focus on. They share a love for these subjects, and it further bonds them together. Susan Clark brings Nolan programs from concerts that she's attended (personal communication, March 7, 2011). Dina calls Sarah, and tells her about a problem that she's seen at the lab at her hospital (personal communication, January 14, 2011). Darwin calls Diane to tell her about how they run the Special Olympics for his community (personal communication, January 21, 2011). The relationships become collegial, and in some cases, friendships begin.

Just as the students were quick to want to help their teachers in sharing their learning-passion stories, the teachers are quick to want to tell me about how good these students are. In every case and at every opportunity, these teachers have told me story after story about these students and other wonderful students that they've taught. As Gina said about Diane, "it must feed their souls"(personal communication, January 28, 2011).

Its symbiotic relationship creates a consummate learning cycle, much like Sternberg's consummate love. It is highly valued and highly prized.

Perhaps the most important take away from this study is that students learn from experiencing passionate, loving teachers. Passion is an ideal, which has not been openly associated with knowledge, yet it seems elemental and desirable in helping to create it and expand student potential. The student stories in this study have offered an opportunity to examine how those qualities in teachers and teaching affect students. Teacher passion fuels student intimacy, passion, and love, which in turn replenish teacher passion. The following remarks by Gina, a student at Mont Terre and by June, a teacher at Pine Tree Community College and focus of the early research project, illustrate teacher and student passion and its reciprocity and effects on emotional and academic growth.

Student

“I can honestly say that she brought out the best in me. I didn’t think I had anything left to give, and I found that much more strength and energy to do it because of her.” (Gina Augustine, personal interview, January 30, 2011).

Teacher

I want to make it worth their time. That’s very motivating to me. I have to be honest with you. I get a huge rush from watching kids raise their eyebrows, come in unhappy and laugh. I get a big rush from them saying, ‘I walk out of here and my head hurts. You make me think!’ I just love it. I just love it because I think I’m contributing to the process in people taking a hold of their own lives, empowering themselves. That’s important to me. Probably because I think these are people who are going to make a difference in their own lives. I don’t know. I think this is why I’m here to teach, to change lives. It’s

certainly not to make money (June Cartright, personal communication, December 21, 2005).

When analyzing the student responses to the research questions and looking at the empirical literature, it becomes clear that the data validates previous research and illustrates several points which, to my knowledge, have not previously been discussed. Table 8.3, below, describes some of the previous research on passion and passionate teaching which helped inform this study. The table is meant to contextualize this study with past research. The first column gives overarching details of the previous research. The second column describes the intersection between the previous research and this study. A second table found in Appendix L aligns previous research with the specific outcomes of this study as contextualized by the Sternberg Triangular Theory of Love. Thus the research study outcomes, which relate to qualities of intimacy, passion, and types of commitments is aligned with the previous literature.

Table 4.3

Previous Research and Results

Results and relationship to previous research

Previous research	Study results
"In the end, it's all about the way you make the self feel"(Denzin,N.K.,1987)	Student perceptions of teacher passion created positive reactions in the students. <i>"She keeps her head up... and feels good about herself and what she does. It makes me feel good too."</i> Darwin, student of Diane.
Sternberg Triangular Theory of Love (1997)	Students perceived Intimacy, which led to trust and deeper relationship with the faculty, moving them to react and commit to loving themselves, their studies, and or career choices.
Caring is the courage to show feelings of worth and care to another (Palmer, P.,2007). We know that faculty care about students and learning	Students described perceptions of caring. Caring = building student self-confidence, setting high standards, faculty sharing their personal life with students, showing compassion, and demonstrating thoughtfulness. <i>"She encouraged me to apply for that scholarship and she supported me. Coming from a family where education wasn't encouraged, it means a lot to me that she believes in me."</i> Gina, a student of Diane
Freid (1995)Day (2004) Palmer (2007) describe the value of passionate teaching	Students described all five manifestations of caring teachers for each of the three passionate faculty members studied
A teacher who demonstrates enthusiasm for a subject motivates student interest in the subject Patrick, Hisley, and Kempler (2001)	Students perceived passionate teaching as having zest, another quality of intimacy
Fink (2003) describes the value of high quality active learning and its effects on learning	Students perceived passionate teaching , another quality of intimacy as high quality teaching
Neumann (2009) describes passionate teaching as teaching motivated by a love of the discipline and a need to share this beloved discipline with a new generation of learners	Students perceived passionate teaching as teaching with a high degree of discipline expertise, another quality of intimacy
Intrinsic motivation-Self Determination Theory-is composed of autonomy-self-efficacy-inter-relatedness Deci et al (1991) Transformative Learning-"We transform our frames of reference through critical reflections on the assumptions upon which our interpretations, beliefs and habits of mind are based" Meizrow (1991)	Students believed that the effects of passionate teaching motivated and affected them in three possible ways: Creating greater love and respect for self, Creating greater desire to learn, Creating focus on career path

Discussion of Future Research

“The millions are awake enough for physical labor; but only one in a million is awake enough for effective intellectual exertion...To be awake is to be alive”(Thoreau, H.D., (1854).

In addition to validating past research, the findings from this study point to four areas of future research.

Students may perceive passion differently based upon their emotional and cognitive needs.

Students distinguished diverse passion qualities based upon their personal emotional and cognitive needs. In the case of Leslie, there was a deep emotional need for validation and caring; Leslie found this strong emotional caring in Sarah. For Avery, another student of Sarah's, there was a need for focused motivation towards Avery's career goals. Avery didn't have the strong need for emotional caring and validation that Leslie revealed. Avery required more traditional direction and validation in order to succeed professionally and required less to validate her ability to succeed as a human being. Diane's students also reveal this. Gina desired personal validation and confidence building. Darwin had enough self-confidence to believe in himself, yet he lacked knowledge and an understanding on how to further himself professionally. Additional research may help clarify the wide range of student needs and help us better understand how to best meet the needs of students for optimal academic and professional growth.

Student motivation is based in part on students' respect for the faculty's discipline expertise and belief in the teacher's high quality and robust teaching.

In this study students felt more motivated and moved to passionate action because they respected and believed in the faculty members' knowledge of content and quality of instruction. Additional research targeting how faculty members specifically communicate this to students may be helpful in creating appropriate faculty development and also in enhancing faculty motivation. Further research exploring how this confidence and motivation may be achieved by all students and faculty could yield learning advantage.

Respect and belief in the quality of the school and its effects on the quality of learning.

Teacher passion for the institution influences student motivation to learn. The students and faculty in this study held great respect for Mont Terre Community College and its ability to provide them with a quality learning experience. The faculty members talked about the high quality of a Mont Terre education with the students in their classes, and the students talked about their experiences with Mont Terre as an institution, and their desire to represent Mont Terre well. I have identified this effect as "the air of Mont Terre." This effect was validated previously by Hargreaves (2001), Blackmore (2004), and Hammerness (1999) in how it affects faculty. What is new here is the understanding that faculty who feel institutional value and trust pass this

perception along to their students, creating students who feel an additional sense of security, trust, and value as a result.

How is teacher passion perceived by students in different cultures?

It may be noteworthy to examine how students from different cultural backgrounds perceive teacher passion to better determine how faculty development may be created that addresses particular cultural needs. While the students in this study came from a wide variety of social, ethnic, and cultural backgrounds, they were all American students raised in an American culture and experienced teacher passion from American teachers. Teacher passion may be perceived differently by for instance Chinese students. Further study of the cultural variables may yield a different snapshot of teacher passion.

The symbiotic relationship of faculty and student caring

The data story clearly defines a symbiotic relationship between faculty members and students. By demonstrating that they cared about the students, the students in turn cared about the faculty, wanting to meet their learning goals and please them. These caring students in turn fueled the teachers' passion for their students and their teaching. Future exploration of this relationship and how to replicate it and repair relationships, which have soured is called for here. Understanding this further would lead to stronger and more satisfying teaching and learning.

Implications for Faculty Development

There are several implications for faculty development and for institutional development.

The air of Mont Terre. All of the faculty in this study felt supported in their work and took great pride in their institution. Mont Terre Community College provided faculty with classrooms, which were well equipped for the learning needs of their disciplines. Technology was readily available in classrooms and was in working order. The student support system at Mont Terre no doubt aided students but it also acted as a center for faculty referrals and helped faculty meet auxiliary learning needs which faculty couldn't meet in the classroom. Sarah's discussion of the great career testing services, which Mont Terre offers and Diane's discussion with her students about the library are two examples. Nolan relied on the theater office and ushers for help with his concerts and included the front office staff's ideas and help in discussions with his class.

The attention to working equipment and auxiliary services allows faculty to focus on their students and to teach efficiently and robustly, creating quality teaching.

Teacher student interaction. Faculty need to recognize the value of establishing relationships with students and work on active listening and discussion with students. Students noted how well the faculty listened to them and took the time to address their individual needs. From the moment that they entered the classroom, each of these teachers focused on the students. They made the time to interact with them at the beginning of classes and after classes and actively addressed their attention to what the students said. This required them to be well prepared prior to coming to class and to be on task immediately.

Faculty remembered details about what students had told them in previous classes and acknowledged them in class and offered support. There was clear attention to the learning, but the faculty recognized the importance of establishing a caring environment and intimacy in order to help the students feel valued and unafraid to take risks.

Each lesson must be carefully constructed and executed. Students respected the high quality teaching of the faculty and that the faculty cared about how they taught. Teaching was perceived as more than just a job. Faculty need to carefully consider how lessons are constructed and how to create deeper learning experiences for students. Lessons need to be more than simply delivering content. The content must be learned, rather than simply delivered to the students to commit to memory. Active learning and immersion of content was highly prized by the students.

Along the same line, the students were highly critical of faculty who simply read PowerPoint presentations and stand and lecture. Faculty who did this at Mont Terre were perceived as uncaring and simply teaching for a paycheck.

Faculty should demonstrate and share discipline expertise. The students all respected and admired the expertise of each of the faculty in the study, and it seemed to give the students confidence in working to meet their own career goals. Nolan, Diane, and Sarah all openly shared stories about their experiences in their professions and worked to help their students make further connections with colleagues and experts in their fields. The students perceived their faculty as mentors who could help them move ahead beyond their immediate

educational goals. This seems particularly important in working with community college students, many of whom are first generation college students themselves and may lack the cultural capital to navigate college and professional pathways.

The students appreciated and learned from the faculty's own personal efforts to move ahead professionally. All of Sarah's students were aware of work on her own dissertation and the extra effort that this took for her personally to achieve. Nolan's students were aware of his work with national music education associations and conferences and tours. They believed that Nolan's commitment here helped them become a better choir. Many of Diane's students work with her during the summer at the Special Olympics camps and workshops that she runs. They value Diane because of her commitment to the community and have come to value service to the community in their own lives.

Faculty need to make students aware of what they are learning and why. Consider the value of student assignments. Faculty made student assignments with thoughtful rationale and objectives. These objectives were carefully explained to the students and were referred to within the context of the lesson and then referred to in subsequent lessons. The students understood what they were learning and why it was important.

Faculty need to help students succeed. Faculty had organized methods for turning in and giving back assignments. They made a concerted effort to push students to do the work. Faculty understood that sometimes students don't turn in work on time. These faculty were more concerned about the students completing the work for its educational benefit than they were about deadlines. Deadlines

seemed important, but the faculty pushed the students to complete work, even when deadlines had been missed. If a student was in trouble in a class, the faculty made the extra effort to motivate and help the student succeed in the class. This was manifested in the study as extra time to complete an assignment, extra one-on-one help, helping students find a study partner, asking students if they would like to talk, and helping them find scholarships.

Faculty should set high standards. Students appreciated the high standards that each of these faculty maintained in the classroom and for themselves as professionals. Faculty need to develop high standards in their courses with specific course criteria and metrics and hold to these standards. Students perceive this as caring about them. Faculty need to work to assist students in meeting these standards and to allow them opportunities to refine work and risk learning to meet goals. This requires a commitment to high quality immersive teaching and extensive feedback and modeling so that students understand how to meet these high standards. It requires strong assessment, knowing where students stand in what they know, and a plan for motivating students to find their own “ultimate flow” sweet spot so that they may make the greatest learning progress.

Building a Context With Previous Research

Final Reflection

An email from a former student, Raegan Hannon, who now teaches, best describes the overarching tenets of passionate teaching and reminds us what passionate teaching means to student learning.

I wanted to remind you of one little fact, that you were one of the reasons that I went into a teaching profession. Not many people can inspire me. I know that I am only a second year teacher, but no matter how well a teacher may know a subject, if they don't inspire a student or reach them on some level, the students' desire to learn will never be found. Do you know what I mean?

Passionate teaching awakens students to life and perpetuates and enriches the lives of teachers and their teaching. *This study examined students' perceptions of teacher passion at one community college in Illinois. The study was not intended to generalize how students' perceive teacher passion but rather to examine the phenomena of teacher passion for these students. As was pointed out in the future research section, students of different cultures and with different social and economic backgrounds may perceive passionate teaching differently. More research is called for to examine the perspectives of culturally different students. However the study does describe the value of passionate teaching for these students and indicates the need to consider how we may help encourage and support passionate teaching. Perhaps with more research and faculty development focused on creating passionate teachers, we may create a sustainable energy source for learning.*

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Appendix A

2010 Professor of the Year Official Student Nomination Form

Nominate your teacher Professor of the Year! All you need to do is:

1. Read the information on this page before submitting your nomination.
2. Complete this form, or use your own paper, and attach additional information if necessary. Give specific examples of why your teacher deserves this award.
3. Submit the nomination by 5pm on Friday, **Dec. 18**

4. Criterion

The teacher should be the kind of person who challenges you to pursue goals, prepares you to make life choices, improves your skills for employment and/or success in your academic endeavors, and motivates you to be an active and concerned citizen of your community. All full-time and adjunct faculty who teach credit or noncredit classes are eligible for this award.

Factors to Consider When Making a Nomination

1. How has your teacher shown a special interest in students? *Please provide specific examples.*
2. How does the instructor motivate students? For example, does he/she:
 - show enthusiasm for the subject studied?
 - take time for student response?
 - encourage students to ask questions or make comments?
 - challenge students to do more?
 - give adequate feedback for student improvement?

Appendix B

Focus Group Questions

Passion may be defined as deep desire and energy. It is extreme will, heart, and enthusiasm. It is a desire and drive to go beyond normal boundaries or circumstances to reach or capture the object of passion's desire.

With this definition in mind, let's consider the following questions:

1. What qualities make this teacher passionate for you?
2. How do you know the teacher and teaching are passionate in your classroom?
3. How does the passion of the teacher affect you?
4. What do you think makes this passionate teacher passionate?
5. How do you feel about this teacher? What would you like others to know about him or her?
6. Has this teacher influenced you in some way, and if so, how?

Appendix C

Contact Summary Sheet

<i>Date:</i>	_____	<i>Researcher:</i>	_____
<i>Approx Time:</i>	_____	<i>Participant</i>	_____
<i>Location:</i>	_____	<i>(if</i>	_____
		<i>applicable):</i>	_____
<i>Event:</i>	_____	<i>Genre:</i>	_____

Description: Provide a brief description of event, and people.

Use 5 – 10 words to describe qualities of the experience.

How did the participants engage in the experience?

What emotions were evoked for you by the Discussion?

Were you aware of any thoughts, insights, new knowledge, or directions to explore triggered by the discussion?

Specifically, did the discussion provide what you could call educational opportunities? Anything you would consider as an expansion?

What did you take away from the experience?

Did anything (content, interaction style, etc.) surprise you?

Please suggest codes that you could use for this field-observation

Adapted from Bresler, L., (2010)

Appendix D

Reflective Journal Instructions and Prompts

Please take the time to answer each of these questions with as much detail as possible in free writing fashion. This means that you simply begin writing to answer the question and keep going until you believe that you have completely emptied your ideas onto the paper. There is no right or wrong answer, and there is no need for revision of the writing. The idea is for you to answer as freely and completely as you like. Your responses are protected for anonymity by your use of *Survey Monkey*. Any identifying characteristics of your remarks will be altered to further protect your privacy.

1. What does teacher passion look like to you?
2. How do you know when a teacher is passionate about teaching and learning?
3. How would you characterize your particular passionate teacher to a friend? How would you describe this teacher?
4. What makes a good teacher?
5. How are teacher passion and you as a learner related?
6. How does being a student for this teacher affect your learning performance and will to learn?

Appendix E

Individual Student Questions

1. How do you define passionate teaching?
2. Talk to me about how you came up with this definition and why.
3. What does passionate teaching look like?
4. How do you know when a teacher is passionate?
5. Could you spot a teacher who faked passion, and how?
6. What does it look like to be a learner in a passionate teacher's classroom?
7. What advice would you give to someone who had a passionate teacher?
8. What would that person expect from the class?
9. What do you most remember about having a passionate teacher?
10. If you could create a recipe for a passionate teacher, what would it tell you to do and what would be included?
11. What did a passionate teacher leave you with after the class was done and you had moved on to another teacher?
12. Okay, what do you need to do to survive a passionate teacher, what would the survival manual look like?
13. What do you want passionate teachers to know about their passionate teaching?
14. What advice would you give to someone who wanted to be a teacher? What would you want their teaching to look like and why?

Appendix F
Observation Checklist

1. Humor
2. Compassion
3. Organization
4. Professionalism
5. One-to-one conversation
6. Dress of instructor
7. Intensity
8. Respect for teacher
9. Respect for students
10. Thoughtful
11. Relating to students
12. Nonverbal communication to students
13. References to school
14. References to teacher's personal life
15. References to experiences as a teacher and other learners
16. Intimate remarks
17. High standards
18. Shows value of the learning
19. Creating student engagement and interaction
20. Courage to speak the truth

21. Exhibits love for discipline

22. Well prepared for changes in plan in terms of lesson

Appendix G

Questions for Faculty Interviews

1. Tell me about why you teach?
2. Tell me about your own expectations for yourself as a professional and as a teacher.
3. Tell me about your personal goals for yourself.
4. How much of yourself and your life and your goals, thoughts do you share with your students?
5. Tell me about your own self awareness and how you view self-criticism?
6. How do you instill valuing the self into your students?
7. Tell about your expectations for your students and how you share them?
8. What do you want for your students at the end of the semester? To remember in ten years about your particular class?
9. What's the most important lesson you've learned as a teacher?
10. How do you view your role as teacher and student emotional support?
11. Where do you draw boundaries?
12. Tell me about some of your biggest student successes and how they've affected you.
13. Tell me about some of your failures and how they've affected you.
14. Tell me about how you instill pride for the subject, the school, in your students?
15. What do you think makes your students passionate about learning?
16. As a learner, what makes you passionate about learning?

Appendix H

An Overview of the Study

“To go back to your question, we want to please him. When you go in there, his enthusiasm is so contagious, and he finds so much joy in music. He gives that joy to you as a student. When you go in there and perform, you want to find a way to give him as much joy as he has given to you as your teacher” (M. Murphy, personal communication, February 14, 2011).

The moment has arrived. The members of the Mont Terre Chorale walk out onto the stage, all decked out in their best black evening finery. The jauntiness of their walk and the proud tilt of their heads, shoulders pulled back, signifies their excitement and their commitment for the upcoming opera performance and to singing for their teacher. They smile hesitantly at the audience. There is an air of anticipation as they wait for Nolan Adams to join them on the stage, and then he does. He walks with measured steps out to meet his students, members of the chorale, many of whom have sung with him for over ten years. He salutes the chorale, the orchestra, and the audience. He looks completely at home with all of it. The students’ faces have now broken into wide grins as they wait for Nolan’s signal to commence the concert. They stand up a little straighter now, eager to sing for him and for the audience. These students and lovers of music have come to know Nolan Adams as an accomplished artist, uncompromising in his standards, and a showman with an outrageous sense of humor. Without any doubt, I am witnessing an example of what teacher passion means to students and how it affects their learning and teacher-student relationships (personal observation, March 12, 2011).

In conversations and observations over a three-month period at Mont Terre Community College, I have come to better understand the passionate teaching of three

full-time faculty members at Mont Terre: Nolan Adams, Sarah Stone, and Diane Tierney. I have met with some of their students in focus groups (ten students, each teacher) and in personal interviews (seven students, two minimum for each teacher), and I observed each of the faculty teach on at least two occasions and in the end interviewed them to better understand how each of them views his or her teaching. It has become obvious what passionate teaching means to their students and how it has affected not only the students' learning, but in a larger capacity, how these teachers have affected and in some way changed their students' lives. To review, the following three research questions have been addressed:

- What does passionate teaching look like to students?
- How does passionate teaching relate to the student's commitment to learning?
- How does passionate teaching affect the student-teacher relationship?

It seems important to introduce the school, Mont Terre Community College.

The College

Mont Terre Community College (MTCC) is a large suburban community college of about 22,000 students in a Midwestern state. Mont Terre is well respected in its state system and is known nationally for quality programs and innovation. Mont Terre has a strong tax base, steady board of trustees, and a college president who has served this college for over fifteen years. Mont Terre's community base is primarily working-class Americans with a strong emerging immigrant population from the Middle East and Asia. Its campus is state of the art and airy, with strong architectural lines. The college campus is on the edge of a nature preserve and has an open feeling to it. Mont Terre is strongly represented on statewide committees and through strong legislators.

How the teachers and students talk about each other. What was most noteworthy about each of these teachers and their students was the manner in which they talked about each other and wanted the best for each other. It was very obvious that any of these students would do whatever was asked of them to help these faculty members. They felt a great deal of affection for them and felt that they owed them a great debt. The faculty made a point of referencing these students as people who have touched their lives as well, and a clear symbiotic relationship existed between them.

The following three chapters, five, six, and seven, follow the stories of these students and three teachers and the relationships that they formed in part because of passionate teaching. It is the complete data story woven in with my thoughts, observations, and questions and presented in narrative format to illustrate the relationship aspect of the stories.

The student stories are told in their own words and are extracted from interviews, emails, and unscheduled conversations with them. The teacher stories are based upon my observations of the teachers and on conversations and emails that have I had with these teachers after talking with their students. Chapter eight discusses the student and teacher stories and blends together the emergent threads of their thoughts into answers for the three research questions. The data chosen for use in chapter eight illustrates the responses to the research questions and themes. It is not the complete data story, which is highlighted in chapters five, six, and seven.

Appendix I

Stories of Sarah

The Student, Leslie Clark

Leslie Clark was early for our meeting to talk about her teacher, Sarah Stone. When she walked into the room, I was struck again by how pretty she was and how young she looked for someone 50 years old. Her brown bobbed hair shown, and her eyes were bright and smiling. She was dressed in running clothes. I had been sorting through pictures from my own son's recent wedding when she bounded into the room.

"Hi. I'm early," she said. "Wow. It looks like you've got wedding pictures and lots of family stuff going on here."

"I was sorting through pictures from my son's wedding. It was on New Year's Eve. I need to choose some and send them to my mom."

She smiled at me then and looked down a little sad. "It's nice to have family get-togethers and to have a family. I noticed the pictures of the flower girl. I have a little granddaughter about her age. I don't get to see her very much now. My kids have decided since their father and I divorced that they don't want to be involved with either one of us right now, so they share my grandchildren with my parents, but not with me or my ex-husband."

"I'm sorry. I don't know what to say here right now, except that I'm sorry."

"That's okay. I'm not going to cry. I came here today to talk to you about Sarah and to see some of my other former teachers here at Mont Terre. I ran in the "Jingle Bell Shuffle" with one of them a few weeks ago, and I came by to rib him because I beat the pants off of him. He didn't know that I've been running for years and am in really good

shape. Now he does. Sarah likes to run too, you know. I like to come back to visit about once a month. It makes me feel good to be here and to check in them.”

“I had no idea you ran, but I can imagine it. You look like a runner. So let’s talk about your experiences here at Mont Terre and your experiences with Sarah. Can we start from where you are right now? You’ve graduated right?” I asked Leslie, wanting to know more about her and what brought her back time and time again to see Sarah and others that she had for teachers at Mont Terre. I also wanted her to focus on something that make her happy again and not dwell on the sadness of having so little contact with her family.

“Well, today, I’m in a lot better place than I was when I first came here to Mont Terre. I’m a radiology technician for a small orthopedic group in Mount Hope, a town about 15 miles from here. I got my job about a week after I graduated from the program here at Mont Terre. I was shocked when I got that job. It was exactly what I had wanted to do, and I was so surprised when they called me in for the interview. My life has gone from pure crap to dreams coming true. I didn’t believe so much in myself before I came to school. I was good at believing in others, my kids, my husband, projects that I volunteered for, but never did I believe in Leslie being able to do anything and succeed.”

“I guess the obvious place to begin to talk is what happened to you? Tell me about Leslie and your journey to the Leslie today, Leslie the rad- tech wizard, runner, and now, graduate student.”

“Well, I came here when my son had just graduated from high school. He was trying to decide what to do, and we were going through the catalog and try to sort it all out for him and give him a path. It was just after I had found out my husband was having

an affair. I needed to find a job for myself. I was a stay at home Mom and did nothing except raise kids. I loved it. I was a lucky woman. I got to go to all the soccer games, but I didn't mind it. I liked being the stay at home Mom, but then I realized that I needed to take care of myself. I had taken care of everyone but myself. I was very good at caring about them. I could nurture others.

So I came, got the book for Sean, my son, and he was trying to do what he wanted to do. He's hyperactive and acts much younger than his age. He didn't have a job and didn't know what he wanted. So we came here for some general education classes and when we were going through the book, trying to find what he liked. I started to think about what I liked. I love to exercise, and have tried some personal training. I like bones and muscles, and I thought I would like to get into radiology. My doctor was already telling me that I had joint issues. So I thought radiology is close to muscles; I'll go into radiology. I had to have prereqs done, and they have 300 applicants and only take 32, so my chances of getting in were small. I decided to take a phlebotomy class. I had already taken a medical records class and done okay. I realized that I could understand the Greek and all that, so the next thing was to consider if I did an MRI or CT, I would need to know how to inject, so I did a phlebotomy class with Sarah and another teacher, Clare. They were encouraging to me and helped me. I was definitely at a stage where I needed more encouragement probably."

"Tell me why you needed encouragement?" I wondered about Leslie's need for encouragement. While she had just told me that as a stay at home mom she had little self-esteem, I saw a confident and vital woman. I wondered about the metamorphosis.

“I was scared. Coming here at my age, I was pretty down and felt that I wasn’t worth crap because of my husband leaving me for a younger girl. She was a lot younger girl and pretty. It’s like I felt like my 31 years of marriage was a lie, so I didn’t believe in myself. So I felt worthless. I wasn’t sure I could do a whole lot which was really how I had felt throughout school. Teachers had to pull me out, if I couldn’t do how I thought I should do I was really hard on myself. I’d get a “B” and then one “C” on a test. I wouldn’t freak- out. It’s an “84”! I wasn’t sure that I could do a lot of stuff. Sarah particularly kept telling me that I could do it and more. I remember the first time I had to take blood from another student and I put the needle in; I was holding my breath. I didn’t realize that I was holding my breath. Clare was there at the time, and she hit me. She said, ‘you need to breathe so you don’t pass out!’ They were just funny about it. They weren’t mad. They just said that you need to learn confidence, but how do you learn confidence? I was real scarred to go to a hospital.”

I looked at the Leslie that I had sitting in front of me today, the woman who had in the earlier group interview told me that she was now enrolled in a graduate program in radiology and wanted to write a radiology assistant textbook, and I could see how far she had come and began to understand just how she got there. What was the role that Sarah Stone had played in influencing who she had become and where she was going?

“Well again, I had never had a health job so I was pretty nervous. When you go there for personal training, you go there for an hour or two and go home. Personal training wasn’t really a job for me. So, I was a little nervous about going to the hospital. You know doctors are God. I had this image. These people had all gone to school forever, and I had this little one year certificate. It was real nerve- racking. I was at

Angel Heights. There were a lot of sick people on my floor, and they were bruised everywhere. I knew that I wasn't supposed to draw if there is a hematoma. I had been injecting for a week and 'where do I do this?' I've learned that you can take blood out of a little vein in your finger here; you can take it out of your feet. I have learned that what you learn from the book is not so true. I was a mess and Sarah said 'you can do this.' I was always scared that I was going to hurt somebody more. I thought I'm putting a needle into somebody, 'what if I hurt them? What if I hurt a nerve?' She would say 'you're going to be fine. I've watched you'. I was more down, and she would say, 'I've seen you. You've got it. You care. Your personality. You care about people. That makes you good.' They would tell me 'you're good with patients. You talk to them. You can tell that you're not just doing it.'

And I would say, "yeah, but I'm still scared that I'm going to hurt them. There was one time everything was going wrong at home, and I had a test here. I was calm, but I felt like things hadn't gone well at Angel. I had missed a couple of draws where I needed some help or I didn't get the vein and things were going bad at home. Sarah just took me out of the room and said 'okay, let's talk about it. You'll feel better. You just need to cry. You're doing great in the classroom. You're getting "A"s you're doing great on that part. So if you get a "C" on this one, then you'll get a "B", don't worry about it. She just let me cry, get it off, and I would be fine. One teacher, Clare, would be in there taking care of class. Sarah would be in the hall taking care of me. Yeah, that worked for me. "

"Then three years later, you graduated from the radiology program, graduated May 21, passed your state boards, June third, and had a job offer on June fourth. You're

amazing Leslie.” Leslie had seemed to go grow very quickly once she grew in believing in herself.

“The funny part is that Sarah knew. She knew I would get the job that I wanted. She didn’t know I applied at Mountain View. She didn’t like call them and say, ‘make sure you hire this loser.’ She knew I applied at the hospitals, but I didn’t want the hospitals. I wanted the small clinic. I came back and told her and asked how did you know? She said, ‘I know you. That’s your personality. You care. You were going to go get it. There wasn’t going to be any ‘oh, a job is not finding me.’ I knew you were going to get it.’ I told her that I didn’t believe in myself as much as you did, and I didn’t. And three years ago at my pinning ceremony, she said, ‘you need to go on’. She gave me a hug and said, ‘don’t quit.’ So today, I will slap her because I’m not doing very well at statistics. I’m not really doing very well. I have an “84” so I said, what did you get me into? But she kind of jogged me. I had put it on the back burner. I’m so glad to be out of school. I’ve been here for three years and over the summer I thought. “No let’s go for that masters, and I did. I signed up. I’m not gonna quit. She said to me, ‘you’re not finished’. I have that in my head all the time, and I tell her that. I did go back for me, but it was her believing in me that much.

I don’t know that I would have thought about it. Maybe after three or four years doing radiology I might have thought about it. But like I said, I just graduated this past May. I thought I would do my job for a while and see if I liked it and then decide what I ought to do. Yet, I don’t have a full time job, and I only work three days a week and why not? I just have that little bird in there... and I’m so thankful that she’s doing that for

me. I'm thankful for what's she's doing for me. I didn't think about a Masters. I just thought about getting out of radiology. I was just hoping to pass the boards."

I thought about what Leslie had been telling me and thought back to observations that she had made about Sarah during our earlier interview. She had noted how Sarah shares with her class about her own time in school working on first her Masters' degree and now her doctorate. Sarah had apologized to Leslie once for a mistake she had made while grading one of Leslie's papers, telling her that she had been up late the night before, working on an assignment for graduate school. Sarah seemed to have a need to share her own academic struggles with her students, perhaps wanting them to understand the efforts it takes to be successful and to strive harder.

Leslie told me, "When you have a passionate teacher, if you listen, then you can make them proud. If you make mistakes, then recognize where you did it. You have the confidence in yourself to admit it and move on. The passionate teacher teaches you to have enough balls to go back and do it again so that you can do better. The passionate teacher wanting you to do your best, you'll go back and do it. You'll go on again." It seemed to me that Sarah had nurtured Leslie just as Leslie for so many years before had nurtured others herself. Sarah helped Leslie to begin to realize that she had the right and the ability to have a life for herself.

The Student, Dina Johnson

Dina came to visit me on a January day that had a sky that was gray like molten lead. It was mid-afternoon, and you could see that the snow would be coming down very soon. Her slight figure was hidden underneath a big down coat and she wore the almost

standard Upper-Midwest big furry snow boots on her feet. When she sat down and took off her coat, I saw that she was in her hospital scrubs.

“So, are you coming or going off your shift?” I asked.

“I’m through for the day. I work at General Hospital as the chief phlebotomist, and today I had a double-shift and training to do for new staff. Sarah had asked me if I would help you out with this project of yours, and so when you called I was ready to help you. *When* didn’t matter to me.”

I asked Dina if she would rather come back another day. “I hate that you’ve just worked so hard and then aren’t going home. Wouldn’t you rather reschedule this for another day?”

“No. I’ve known Sarah for a long time, almost eighteen years. If I can help her, I want to do this. Now is fine. Let’s talk.”

Wow, Sarah held some weight here with Dina, I decided. What did Sarah do to create this kind of loyalty in a student? I took advantage of Dina’s desire to help her former teacher and me, so we began our talk. Over steaming cups of coffee and slices of gingerbread, I began to try to understand her story. “So, you’re working now at General, and you’ve known Sarah now for eighteen years. She was your teacher, and now she’s your friend?”

“That’s right. I talk to her every once in a while to check up on her, or maybe she’s really checking up on me, but we talk, about work, life, whatever. I have great respect for her. I came to Mont Terre after not working for a lot of years. My outer world was limited too. I was home for 20 years. It’s not the same; you spend twenty years outside the work force, and people tell you that what you do is not that significant.

You volunteer your time; you have other people's kids around, but when you get out there, there's a huge intimidation factor. I think had I not had someone as passionate as Sarah, my whole experience could have been way different. I may not have completed it. I won't ever know, but she definitely made it a really good experience for me to make me want to do better to do the best I can."

Dina got straight to the heart of the matter, and I couldn't blame her after working the double-shift. So, I followed her direction. "So, you're already talking about passion here. Tell me what a passionate teacher looks like for you."

"Here's the way I perceive a passionate teacher. It's someone who's a motivator and motivates passion for what they do. I think when you're in a classroom setting and someone simply goes through the motions of what they have to do during the course of a day, I think that's reflected back, at least that was my case. Let me give you an example. Well, from what I remember about school, it's been a long time, but there are always a few people who stand out. People who make you want to be better, and someone were there just putting in their hour of time to make the class to get the grade that you need to get to move on."

I looked at Dina and thought about the discipline that she must have. Here was a woman with a big job, a family, and loads of to an invalid mother, volunteer obligations, the list appeared endless. It seemed to me that Dina's nickname could have been "Dina the Disciplined." So when you talk about this, are you talking about passion, motivation, or discipline?"

"Actually, both. Personally I respond I to a disciplined teacher; someone not totally rigid but who lets me know what is expected. I think accountability is a big thing

in terms of people who make you want to be better. For instance in my own experience, when I went back to school, it was to be able to do something because it was tough to stay home when you have kids who are in college. Believe me; I wanted to have a life, too.

There are teachers that don't care what you do. I got in the class and the instructor was just there. I honestly believed I couldn't do more and sat amongst a bunch of 20 years olds. It was okay to get through a class book. I had twenty years of time between me and education. As time progressed and I became more confident, I didn't want to just pass the class. I wanted to pass it well and then to be at the top of the class. Myself, I'm a motivated person, but I honestly believe it was the manner and the discipline with which Sarah taught, that made me want to do better. I wanted more than to just get through and pass with a "78%". I didn't want to any longer to just read the class book and pass with a "78%". I do believe that it was her manner of teaching that made me want to do that.

What I remember about Sarah in the classroom is that she is an extremely disciplined teacher. I always, always knew what to expect. There isn't any variation, and there are definitive rules. 'Here's the point system, and here's what will happen if you achieve this.' In her day to day class, I mean she was a big of an intimidation factor to me because of all of the letters after her name. For her to be in a class that was really an entry level for her field and to see her there and that it mattered to her at the level that she was at, then well, it mattered more to me to do my best and to respect hers. She made me believe that what I was training to do was more than just a job. She made it seem important.

Sarah wanted you to know more than when you started. I think she wanted to turn out a class of 20 students who weren't just getting by. I think she wanted them to be able to pass their ASCPA exam. She wanted people to excel in other things, to move beyond and to do more than they imagined for themselves. I never felt it was just part of her stats, you know what I mean? She just didn't make the position seem like an unimportant position, even though it's just so entry level."

"So, you've known her for a long time. Can you share some stories about Sarah?" I wanted to get more specifics about her interaction with Dina and wanted to see the layers that created the respect for Sarah from Dina.

"I think it was even the first day of class talking about ethics and everything. There were times she would say to people it was just her own ethics. I remember her saying that 'there is going to come a time and a place when you're out there, and you're going to be asked to do something and that's when your own code of ethics will come out there, and you're going to have to make a decision. Sometime someone a little higher on the food chain will ask you to do something, and it's going to be up to you, and your own code of ethics as to whether you do it.' At the time I listened to that and I wondered what she meant; then I had my chance to learn. I went out into a hospital setting, and there were people who were authority figures to my position, which was sometimes intimidating. I saw what didn't appear to be standard procedures to safety and those statements of hers were always at the back of my mind. I am sure her students remember it, too. So it wasn't just the actual techniques in the lab that she helped me with. It was real world experience. Well in phlebotomy labs, it was controlled. It had to be, so when you went out to the real job, there were a lot of things that you'd never seen. Good and

bad, but I remember what she told me about her own battles with ethical dilemmas, and it helps me. Since my time out of school, we talk about some of the challenges that she faces now, and it's always the same. She's a straight shooter, and I admire her immensely for that".

Dina had known Sarah for many years and had the benefit of time to let her ideas about Dina and teaching settle. I wanted to hone in more of how Dina perceived quality teaching and passion. She helped me out by explaining what she saw in Sarah as a teacher. "Okay, Dina, give me a recipe for what makes Sarah Stone such a good teacher?"

"I think her knowledge of what she teaches and what she does. I think the way she interacts personally with people; it's the way she looks directly at you and communicates with you directly. She draws you in. You don't just feel even with her knowledge, which I respect a great deal, that you're less than she is. She never made me feel like I didn't belong. I was probably the oldest kid in the class, but I went away from that experience with more than knowledge. She drew you in personally; Sarah had high expectations and she made me want to rise to those expectations.

In terms of communication skills, do you know how they have you mirror things and then try to have you say it back? She had a habit in class of repeating everything twice, but not in the same wording. It was good for me. I never got bored. You knew you weren't going to nod off because she wasn't going to look through you; she was looking at you. I think probably all twenty students felt the same way, whether they liked it or not. I don't know.

She's not super animated, but she always had stories, whether or not they were personal stories, you never knew, but she always had stories to make you understand it a little bit better. She had these high expectations. It's just an air about her. It was something she just instilled. On that first day, you just kind of knew it was going to be a disciplined class, and unless you had some sort of extenuating circumstance, this is the way it was and you were going to rise to the occasion. Sarah made you want to do it. Sarah did her best. So because Sarah wanted to do her best, you wanted to do your best to make her look good because you respected Sarah.

It's hard to explain it, but Sarah left me with a sense of importance to the job I was working towards and what I could do with it if I were motivated enough and wanted to do it enough. It's just like piano players. You can tell somebody who just does it and who has a passion for it, from someone who is just technically taught. I spend a lot of time training people, but does that make me want to just blow off the person who is technical? Of course not, you want them to be better too, but it's not the same as the passion."

I thought about all that she had said and again about the effort Dina had made to meet me. I looked out the window and saw snow the size of downy geese feathers pelting down from the sky. "Dina, we need to get home before the snow gets much deeper. Can we pick this up another day?" Dina agreed and we set another appointment to finish up final comments the next week.

The day of our next appointment, I had an email from Dina written early that morning about four a.m. She wrote me that she hadn't been feeling well and needed to go to the doctor that day. We would reschedule. Two days later, I got a call from Dina,

who was now recovering in the hospital after an emergency appendectomy. It surprised me that she made such an effort to get a hold of me, someone whom she had met only twice before and who had no tie to her time. Dina saw it differently. It was important enough to her to follow through on her promise to Sarah, so she took the time to call me that day after her surgery. We were never able to meet again face to face, but Dina has kept up with me by email, asking how the story about Sarah has taken shape.

The Student, Avery Khan

Avery Khan popped into our interview with boundless energy, a small sprite like woman, dressed as a modern Muslim woman. Her face and hair were veiled with a designer silk scarf which managed to frame her face and bring out the color of her top. She wore skinny pants and three inch heels, and she has an East Coast accent, a mile long. She was first generation college student with a close knit community of female cousins, sister-in-laws, all pursuing a similar degree path of medical assistance.

“Hi Avery, I said. “Thanks for making time for me today. I know this is a busy week for you, as it’s Muslim-Awareness week here at Mont Terre.” Avery was the president of the Muslim Student Union at Mont Terre, and she worked as an advocate for Muslim student issues.

“It’s okay. I’m glad to make the time; in fact, I have a little more of it now. I just passed my state certification exam for health care last week. I can kick back a bit now. You also peaked my curiosity after the first interview and the reflective journal. I wanted to talk to you more about the teaching.”

“Good. That’s what I hope for when you do the reflective piece journal. So can we go back and have you tell me what brought you here to this place-finishing up the program, your work with Sarah, how you know Sarah?”

“Well, when I first came here for the summer class, I wouldn’t define my first teacher as a passionate teacher. I would define her as a normal teacher. She took the time to help out, to help the students, but if I’m going to relate back to our earlier interview, I wouldn’t define her as a passionate teacher. She’s wasn’t bad, but she wasn’t passionate.

“Can you help me understand, what made the difference, Avery? What it was like?”

“Yeah, there are a lot of teachers who are good teachers, but they won’t spend that much time into the students, Avery said.”

“And would you say that’s one of the things that makes the difference?”

“It helps to have the teacher put in the time on you because it motivates you to do well. Not just good, but well. To succeed. If I have this teacher, who is not a good teacher and I get a “C” in a class, then I won’t care as much because that teacher didn’t care. If I was to get a “C” with Sarah, and I just barely passed, then I would feel that it’s on me because she did her share of the work, and I didn’t.”

“So, how did you come to work with Sarah?”

“I took my first class phlebotomy class last spring, and of course I was scared. It’s phlebotomy, and you have a lot of intimidation going here about sticking body parts with a needle. It’s on you. You know it’s a big thing for me. When I first went into the class, I didn’t know who Sarah Stone was. I just knew my teacher, Cindy. My cousin

took Cindy's class and she said to take her; 'she's nice and not hard.' I took Cindy's class. She was good at what she was doing.

One day in class, Sarah comes to visit us. She tells us what we need to know to go on with our program and our internship. When I first met Sarah, she was straight to the point. She was nice, but I wanted to back away. I didn't want to be the bad student, and you could tell that she had high standards and that this program meant a lot to her. I wanted to get my stuff done. The semester went along and she came in to help us with the paperwork, and she was really nice about it. She was encouraging, and I could tell that she wanted me to do well. She took her time going through the paperwork. There was a lot to do for the clinical, and I knew that she really wanted us to pass the certification exam. She would always emphasize the important stuff to know in order to do well out in the real world. I should have taken the better teacher and taken Sarah. I had been intimidated by her once though. Once I went in to help my cousin, who was ahead of me in the program, and Sarah was looking over my cousin's shoulder at me, and I was nervous. I don't know. I know now that Sarah was there to help me and my cousin, and she wasn't there to intimidate, but I thought she was this hardcore teacher. I shouldn't have listened to my cousin, but it was my fault for not listening to others who told me to take Sarah."

"So what was your internship like, Avery? When we talked the first time you told me that you had toyed with going to a four year school for degree in Allied Health. Did you feel ready for the experience here?"

"Before the internship, I had practiced with my classmates. We drew on each other. I had been with them for 17 weeks, so after five weeks, we knew each other, and it

was easy to practice the blood draws. You would draw a little bit and then throw away the tube. Now I was working with patients that had actual tests, so if I messed up, it was a reflection on me and Sarah, and a reflection on Mont Terre. I didn't want to give them that because Mont Terre has a good reputation for these clinicals. I remember the first day my clinical people said they were glad I was a Mont Terre student because they knew Mont Terre had good students who knew what they were doing. The hospital staff even told me about another student from another school that had done a horrible job, and now the hospital doesn't use that school. I didn't want to be that person who would embarrass the school. You know a student's job and work is a reflection of the teacher. A student is good because the student reflects the teacher. If the student does horrible, is it the student or the teaching style? It goes back and forth.

So the second day, I began to draw people and I would tend to miss something, but Sarah helped me through it, and after a week or so, I could do it."

"How did she help you through it?"

"She had us write about our experiences and she responded to what we wrote. She said that we could do it. Sarah would say most of her motivation was encouraging words. I think that helped. Most of us were scared and had never done this before, and it was a first time. Sarah always said you can do it. She offered the help. She offered the help through the whole semester. I can tell that she loves what she does, her profession. She talks about it in regular talk with stories, not just terminology and books.

She put a lot of time into the students. Sarah mentioned that her daughter was getting married. She was busy with the wedding, her job, and graduate school. A wedding is not easy to do, so I know she had little free time. I know that she always got

her job done. I know that even though her daughter was getting married in August, she told us last August that if we needed her, we should call her. If someone puts that kind of time into me, then I don't want to let that person down. If a teacher goes to so much trouble to help me, and I don't take the advice and help, then the teacher has spent the time and energy for no good, and I don't want that.

She wanted us to pass. She truly wanted us to pass. Other teachers say that and I know that they do, but how they say it is different than how Sarah says it. So if a teacher wants you to do your best, and you truly believe it, then you will do it. You will handle it because you know that there won't be more than you can handle. There is confidence and trust.”

The Teacher, Sarah Stone

Sarah Stone was the first teacher to respond to my request for permission to study her students and her teaching. I remember it well because the response came back to me quickly, within a few hours. It was a lovely message that agreed to my request and offered me friendship and a peer, for Sarah too is in the process of finishing her own dissertation, while working full time as faculty and helping to run an Allied Health program. Sarah offered me a long list of students to choose from for the study and also offered to contact the entire list herself, to help insure that I got participants. She gave me her class schedule for the term and told me which days would make the best days for observation. I was impressed by her efficiency and her willingness to help me.

I was eager to meet her for the first time and to watch her teach. I was particularly interested in how I would perceive her after learning so much about her from Leslie, Dina, and Avery.

I walked down the hallway to her room and couldn't help but notice once again, how inviting Mont Terre Community College appears. The building I entered was very light, with windows everywhere; study nooks with computers for students are placed all around me. Leather couches and chairs were clean, bright, and comfortable for conversations or studying. Quotes were stenciled on the walls with inspirational messages. The one I noticed that day was by Douglas Adams and said, "I may not have gone where I intended to go, but I think I have ended up where I needed to be." I thought about it and uttered a quiet "Douglas, you said it all."

When I walked into the classroom, I noticed that it had all the accoutrements of a Smart Classroom and could accommodate about 30 students. I was early by about 25 minutes. The class began at nine a.m., but it was the day after a major snowstorm, and I had wanted to give myself plenty of time to get to my destination. Not five minutes later, students began to slowly come into the classroom. I noticed about eight male students, all appearing to be under the age of 20, walk-in and sit in different parts of the room. Before I knew it, there were 20 students in the classroom, and only two were female. I wondered about how the class would interact and what type of class I would be observing. Sarah had particularly wanted me to see this class because she felt that the content that day was important to her students, but I had left in a hurry that morning, to beat the traffic, and I couldn't recall exactly what type of class it was that she had wanted me to see. I noticed the two females sitting close together, and I was also a little surprised to see a class of about 20 seated 10 minutes before the period began with textbooks opened up, and what looked like homework out, waiting to be turned in. My experiences as a community college writing teacher and administrator had led me to see

students coming in on time, and not many minutes before, especially when the class began at nine a.m. I was anxious to see what it was about this class and maybe about Sarah Stone that got students to be in their seats on time and prepared for class.

It was 8:55 and in walked Sarah Stone, pushing an AV cart with books, folders, markers, art supplies. I noticed how put-together she looked for someone who had to have faced the same 25 inches of snow I had dealt with trying to get to class. Sarah was dressed in a pretty floral dirndl skirt, blouse, and soft sweater, hoses and comfortable but pretty maroon shoes, not the snow boots that graced my own feet. Her hair softly curled and her face was lightly made up. I was struck by the fact that she looked like she had taken a lot of time to prepare herself to look nice for her students. She respected them; they were important to her, and teaching was an event for which she prepared carefully. The class was very quiet when she came in to the room, and they didn't talk much to each other. I wondered how she was going to handle this in terms of discussion and the dynamics of so many males in the class in proportion to the females.

Once she had the cart pulled into the room, she took a moment to turn on the computer and Smart Board, and an agenda popped on the screen. One mystery was solved. I was an observer in College Success 101, week four of an eight week course semester that met once a week for three hours. This explained the mix and the dynamics of the class. The students were fairly new to each other and didn't share many common classes.

Sarah noticed me in the classroom, and she smiled. I got up and moved to the front and introduced myself. "I haven't told them that we have a visitor today, she told me. We missed our last session because of another snow storm, so there wasn't a chance.

This is an important class for them because we're going to talk about priorities and time management. Time management seems to be one of the biggest problems for our students here. I was thinking about you last night. I was working on my own dissertation, trying to weed out some of my data. It's sometimes so hard to do this job and be a student. I didn't finish the data job until after 2 a.m. this morning."

I found myself liking her. Sarah seemed personable, but not overpowering, genuinely interested in her students, and even in me. It occurred to me that here was a woman, doing me a great favor, and not only did she do me the favor, but she was genuinely concerned that I would be able to do my job well as an observer, making sure that I had all that I needed to do the observation.

The class was still behind us, quiet, awake but without much interaction. I wondered how she would crack what I saw as a tough "crowd". Then, I witnessed the answer. She moved away from the front of the classroom and off to the side. She began by thanking them for making the effort to get there because of the storms. Sarah moved straight to the agenda and to the first item, collecting and giving back homework.

I noticed neat stacks of folders fanned out on the teacher desk at the front of the classroom. Sarah moved to the stacks and started ticking through the assignments that were due, past due, and still to come. She surprised me. Even with only two classes completed with this group over a three week period, she seemed to know very well which student hadn't completed homework now past due and who each student was. Sarah took the time to describe each assignment and explain again why it was important to them as students, giving examples and reasons for doing the work. "Class, if you haven't turned this one in yet, really take the time this week to do it and get it to me. I've seen so many

students benefit from learning about the career services and programs here at Mont Terre.”

Sarah Stone did something I found rather amazing. Sarah let the students make up the work, and Sarah made it a point to make sure that they had every chance to turn it in and get credit full credit for it. Sarah explained to the students why it benefited them to do it. There was no shaming done by her; ‘no I have my standards, and I’m organized, so you better get with it.’ I witnessed a genuine desire to help students.

Several students did stroll in late that morning, but she welcomed them and told them that she was glad that they were there. In the end by 9:15, there were 28 students, 23 male, and five female, and the room was still quiet without much interaction. Again, I wondered, ‘how is she going to get them to work together and to interact? Would Sarah Stone emerge as a “lecturer”?’

Students turned in papers to folders, picked up new assignments and then waited for their teacher. Sarah again walked around and then she stopped and began to talk. Sarah asked the students if they had seen the previous Sunday night’s Super Bowl. No one much answered, and they looked at her. A lesser teacher might have moved on and danced into straight lecture mode with no more opportunity for the great student “silence,” but she kept trying. She gently asked individual students their opinions about the game, the commercials, Super Bowl food, moving in to try to get them to connect with each other and with her, never putting them on the spot but making sure that they have a chance to share and to participate.

Sarah moved to the first part of a new lesson and began with a short YouTube video about “Eating a frog,” procrastinating. It was a short animated video that made a

good point about trying to do what the most challenging task first. Sarah was relaxed with it and playful, and I caught students smiling when they considered the idea of “eating the frog” first. When Sarah turned to group work and asked the students to get out their books, most of them had the books and had brought them to class. Again, I was surprised by the well prepared students. She paired them up with a few that didn’t have books and created small groups, moving people around that didn’t have partners and working around the room with the individual groups. She made a point of working with each group. After the end of this time, she asked for group report outs, and the quiet began again. Sarah stopped and talked with them.

Sarah asked them about the big blizzard the previous week and if any of them had helped people out of the snow. Sarah took the time to really listen to their answers and to tease out more responses. Sarah was undaunted by the awkwardness of the students’ communication skills, building them up a bit with each response. In the end, Sarah went back and was able to get the report outs that she was after and began to tie up the lesson.

There were several more mini lessons and YouTube videos, and class was over. It was a quick three hours well orchestrated and thoughtfully organized. I could understand what Avery had told me when she said that ‘you want to do better, when you have a teacher that does so much for you’. I will also admit that I have become less of a procrastinator, always remembering to “eat the frog “ first. I have Sarah to thank for this.

Later, when I came back and visited one of Sarah’s classes with clinical students, I got the same feeling about her being well prepared and that she had worked hard to prepare herself for the class.

In both classes, I had a sense of Sarah Stone, a teacher who believed in what she was teaching and in a teacher that wanted to make a difference in the lives of her students. I could understand why even some of her best students found her a bit intimidating at first. Sarah was just “all that,” very pulled together and very knowledgeable. You knew when Sarah was working with you, that Sarah wanted you to do your best. I think what may have been intimidating is that you wondered if you had it within you to do just that. Sarah had a way of making you know that you can do it. There had a respect there for herself, what Sarah had done to move down her own educational path and you saw the respect for Sarah’s students, with a desire to see them go on and know that they could make something of their lives.

When we had lunch several months ago, I remember she told me, “I may be the only one who tells them that they can go on; they can go on and accomplish and be so much more. I want to make sure that they hear me say that in their heads when they’re not in my classroom anymore.”

As I reflect back on watching her teach that College Success class and struggling to get her class to interact, I am reminded of what she said at that lunch. I wonder now if part of what Sarah was trying to do that day, was more than just getting students to talk. I wonder if Sarah wasn’t also trying to get students to understand how to interact and to communicate in a world outside their comfort zone, to move them beyond places and people that they understand and know. The quote by Douglas Adams seems even more appropriate, “I may not have gone where I intended to go, but I think I have ended up where I needed to be.”

Appendix J

Stories of Diane

The Student, Gina Augustus

I was eager to meet Gina. When I had called to set up the appointment, she sounded warm and approachable. I anticipated a student who would be easy to work with and open. I looked at the clock in the little office that Mont Terre had given me for this project and noted the time was one thirty. We had set the appointment for one p.m. sharp. I wondered what happened to Gina, and then in the next instance, she appeared. Standing in front of me was a willowy brunette, who looked to be somewhere in the neighborhood of 40 years of age. I smiled at her and said, “Hi, I’m Libby, are you Gina?”

“Yes, I’m Gina Augustus. I’m sorry to be late. I wasn’t sure how to find this office. I’ve been looking for you the last 45 minutes. I didn’t want to be late for this appointment. It’s important for Diane. I feel horrible being so late for this.”

I tried to reassure her that it wasn’t a problem at all, and I marveled that once again, I had a student who wanted to make a good impression and wished to do something that would reflect well upon her teacher. “We’re fine,” I told her. I looked at her again and noticed that Gina wore a brightly colored blouse that had small race horses and jockeys etched in it as a pattern. I liked it and told her so. “I love that shirt by the way; it’s so cool.”

“Thank you. I actually wore that shirt because we had a senior event for one of our classes last week. My thing was a horse racing game for seniors. This is one of the classes that I have which Diane teaches. Here are the pictures.”

Gina produced a scrapbook with photos of her class projects. I glanced at the pictures that she pointed to on the page. There she was in her horse racing shirt, surrounded by senior citizens, with a big board behind her, where she could move the horses along the path, the number of spaces dependent on the player's role of the dice. She pointed to Diane, who I hadn't met yet face to face. Diane looked athletic and really happy and engaged in the picture. It made me eager to know more about her.

I also have a personal story attached to this shirt. I work at Walgreens, and I had a customer at Walgreens, and she was an older lady, 92 years old, a darling lady, very energetic. She little by little wanted to give me clothes that she didn't wear anymore. I said, 'well if you're not going to use them, I'll take them', and this is one of the shirts that she gave me. She died shortly after. She had a major stroke, fell on the pavement, and died on contact. The good part about it was that she didn't feel anything, but I wonder if God had a plan, because little by little, she was giving away her things. I wore this shirt with the seniors in honor of her, and because we had a horse racing theme, like the shirt for the game. I wore it today for her and for Diane, and perhaps for me so that I could stay focused."

"So, you're a therapeutic recreation major. Tell me about how you came to Mont Terre." I wanted to know more about Gina the person, and how she might relate to Diane, who I had come to know as very energetic and vivacious from talking with her students in the focus group and through my contact with her by email and by phone. Gina seemed like a very thoughtful person, very tender. She was a bit quiet, and I wondered how that worked with all of Diane's energy.

“I am a returning student to Mont Terre after 25 years plus of being out of school. Studying was not encouraged when I was a girl growing up. I was brought up in Greece, and being in a Greek family, we were encouraged to get married and have children and stay at home. I did all that and followed along. I got married at an early age and stayed home. We moved to America, and my husband passed away. Unfortunately, all those ideas from my Greek childhood changed abruptly. I was encouraged to go back to school by family here, and finally I was inspired by a manager that I had who encouraged me to go back. Because she was a manager of Walgreen store and she had five children and was my age, and she excelled at all of them, I figured if she could do it. I could do it. I had no children, no husband, and I just worked so I drew strength from her experience and returned to school. I am working towards finishing my associates degree here and now should be done in August.”

I faced a woman who had undergone many obstacles in her life, and I wanted to know more about her, and I wanted to know about the relationship between Diane and Gina.

“I have an older adults’ class with Diane, and, I had a leadership class with her. My first class was with Diane, and I also have a class, Recreational Leisure, with her on Mondays. In all three classes, Diane finds different ways to find out information, to help me learn different things. She uses different concepts. She teaches by example. In the manner of how she treats other people, she shows us how we should respect and treat others. Diane is extremely grateful when someone does something kind for her. Her manner is equal respect for everybody regardless of age, race, or education background.

Diane's body language and her reactions are very clear when she approaches and talks and deals with people.

The first thing I love about Diane as a teacher is that she's very genuine. She is genuine in everything she says and does. She leads her class by example. There's nothing that she does or says that she doesn't do herself. She makes it very clear. She brings out the best we have in us, and she works on our strengths to make us even stronger. She will not accept us not being able to complete a project or assignment. We'll keep doing it over until we get it. So she doesn't give up on us, and doesn't allow us to give up on ourselves. I can go on and on with her."

When you try to speak to her about something that is a concern to you, Diane listens with her facial expression and eye contact; she's very clear with you. She allows me to finish explaining myself, and when she's sure that I'm finished speaking, she'll answer me and make very certain that I understand. Diane never comes across as impatient, and she doesn't look at her watch. She makes me feel very comfortable around her. I feel free to e-mail her because she e-mails me right back. I send her a lot of emails, and she always e-mails me back. I know she doesn't have a lot of time and that she's very busy with lots of students, e-mails, papers to grade, and yet, she always makes the time to respond."

What I heard about Diane from Gina was similar to what students had spoken about in the earlier focus group. This time however, I felt like Gina had given me a testimonial of what Diane meant to her. Diane clearly had made a strong positive impression on Gina, but I wanted to know more about the specifics. An image of a teacher who worked hard to help her students act genuinely and responsibly was taking

form. I imagined a teacher who found balance and mental health and happiness to be very important and something to distill in her students. Could I get more examples of it from Gina and distract her from the testimonial? I tried to move the conversation in that direction. “So, can you tell me some more about being genuine? What makes you think so?”

“I see her in the hallways with other instructors, with students in classrooms, with complete strangers in nursing homes, and with people with disabilities. I really study her a lot. She’s true to everything she teaches. I can’t help but be so impressed by that. I can’t think of one time that I didn’t feel she handled herself well or treated someone well.

I’m sure she has plenty of reasons to not be so thoughtful. There are people who don’t live up to expectations and are rude, students who don’t do what they say they’re going to do or should do. They can be given one more chance to do what they should do, what they say that they’ll do and still not do it. But, she doesn’t give up. She keeps trying. There was one student last week in one of our classes who for some reason or another didn’t show up for class and didn’t turn in an assignment. She took him aside and approached him about it, and he gave what I thought was a lame excuse. She didn’t say, ‘I don’t have time to be bothered by students like you that don’t care about your studies.’ She didn’t. Diane stood in front of this person and looked him in the eye, very calmly, very compassionately and said ‘we need to get together so that we can work on catching you up.’ Diane went on to say that there were different ways that they could meet and correct the problem. I was so impressed by that. If I had been the teacher, I don’t know if I could have handled that.”

Diane inspires me to study harder and longer and to put more time into my research. I've done several assignments over, not because I had to but because it wasn't just right the first time. That wasn't good enough for me if it wasn't good enough for her. I thought she just accepted them just to give me a break maybe, but that's really not like her. I know what she expects from her students. I've done several assignments over again. Not because I didn't get my points, but because I knew in my mind that she expects more of me.

I can tell that she expects more. There are opportunities for positions for jobs, and she strongly encourages me to follow up on them, to use her name as a reference. She signed papers for me to apply for scholarships for school, and I realized afterwards that you can only sign for one student a semester and she didn't have to help me. It means a lot to me that she believes in me. Coming from a family and culture where you're not encouraged and education is not considered so important, that means a lot. I have all of these desires in me that I want to nurture and develop. Others have believed in me too, but somehow she touched me and moved me.

"Gina, can you explain why you think Diane could do this for you? Why she touches you and moves you?" I wanted so much to hear simply how Diane had motivated her, a simple prescription.

"I don't know Diane personally, but I feel like Diane has gone through a lot in her life and I feel that when people go through a lot of situations in their life, it makes them stronger and more driven because of it. It makes them excel, because if they hadn't had the adversities, they wouldn't have had to work so hard to excel. I think I'm living proof of that, and I sense the same in Diane.

I always wonder about this limitless energy that Diane possesses and I really think Diane wants to see a student succeed, graduate, and develop a career. I think Diane thinks then that her job was well done. It gives Diane energy and drive to go on and help other students do the same thing. So many students from her classes have gone on and done well, found extremely good jobs, well paying and have gone on to feel happy and fulfilled. That's got to feed her soul. It would have to. It would make me feel good. When I start my career in recreational therapy, whether it's with older adults or children with disabilities, I want to be able to touch people's lives like she's touched my life."

I looked down again at the open scrapbook before us, at the pictures of Gina with her horse racing shirt, surrounded by older adults, and I believed that already she was well on her way.

The Student, Darwin Washington

I remember quite clearly meeting Darwin Washington for the first time. It was my first day at Mont Terre, and I had just gotten set up in the office space that the College had graciously offered me for my interviews. I came out of the office and was navigating my way to the vending machines, wanting to grab a snack before my first focus group which started in another hour. There was a student sitting outside the office, and he looked slightly lost. I smiled at him.

"Hey do you know anything about some teacher interviews around here? I'm supposed to talk to this woman about one of my teachers, but I'm not sure that I'm in the right place", he said.

"Well, I'm doing a focus group for students in an hour. It's about their teacher. She teaches therapeutic recreation. Is that what you're looking?" I looked again at the

student. He was about eighteen years old and appeared shy. I couldn't quite see him with a recreation degree.

"That's my teacher, Diane. I never took a rec class from her, but I had her for this leadership class that she teaches. Did I miss the interview?"

"You're an hour early. I hate to ask, but can you come back?" Darwin did come back. He was quiet during that first interview, but his reflective journal had been rich with detail, and I wanted to see him again and hoped that I could get him to open up a bit more about working with Diane. I also wanted to interview him because he wasn't a recreation major. He was working towards a degree in electronics. I thought it would be interesting to hear from a student who didn't have the same field of study interest as the passionate teacher. Darwin filled the spot.

The next time, Darwin was again early. "Hey Darwin, did you survive the snow storm?" Snow remained an ongoing challenge and became an emerging theme during my research study.

"Without a doubt, without a doubt. I'm ready for action."

"Okay, I'm curious Darwin. How did you end up in Diane's leadership class if you're working on an electronics class?"

"A friend of mine told me that I should take her. He said that the class kept you going and that he learned a lot of things that he'd never thought about much before. So I took it. Honestly, I had heard that Diane was a good teacher, and I also thought it was a recreation leadership class. How hard could it be? I won't lie to you. I found out that it was a lot of work. It was a nine a.m. class and a lot of work."

“So are you glad you took the class? You seem to have a lot of respect for Diane. You wrote a nice journal about her.” Diane had a reputation for being peppy and high energy. Is that what Darwin liked about her, despite her early class hour?

“There is an energy there. I could be having a really slow day, and I’ would go in there, and Diane would be so energized that she would get me going and energized. She just wakes up about these ideas, and we would want to care about it too. I never liked school. I was good at it, but I didn’t study and didn’t like going to school. Diane made me think of this, school, as going to training, and now, I love it and care about it. I feel like I’m learning something important. School matters.

Diane teaches mean. She reflects her high expectations of herself on to you. She’s all together. It’s not just a job. Diane sees you not just as a person, or a student, but as a somebody. She believes in you and believes in what she does. Diane cares about people.”

I wanted to get Darwin to explain all this in a more concrete manner, so I asked, “How did you know she was teaching mean? How did you know what she expected?”

“Because she’s done everything that she has asked us to do herself. She tells you that and uses stories about how she did it and what she had to face. That leadership class, I didn’t just sit on my butt in there. The class was three hours long, and I don’t think I ever sat in a chair for more than ten minutes in that class. She had us up on our feet and interacting. We would all stand up with her in a small group and go around the room and talk about what we had learned from the homework, the book. The first time we did it, I thought to myself, ‘good, now I

can sit down and rest.’ Wrong. The next thing I knew her eyes got really big and she seemed to be really jazzed. What she did was have us do this skill challenge thing that was all about leadership, and I had to think about the book points.

Mother, I was sunk, but I liked it. The ideas now seemed a lot more important, and I understand why I needed to know it. Then after the exercise, she’d tell us what it meant to her to do it. She would go around the room and look you dead in the eye, walk up to you, and asked you what you thought. You needed an answer. If you didn’t have one, then she would tell you that’s okay and then come back to you. It seemed really important to her that you understood the point. I felt like it was partly because she had lived the point herself. She connects the information and what you do to stories of how she has done it. They connect with your life. She keeps her head up. She has high self-esteem and feels good about herself and what she does, so I do too.’’

“So is that what makes her seem so passionate to you? The way that she shared stories about herself and that she made you respond to her questions?”

“Well, she also sets goals for herself, and she tells you about that. Diane doesn’t complain. Diane believes in me so I’ve also begun to set goals for myself. There is so much energy and enthusiasm for the subject that she teaches. Diane makes you enthusiastic about it because she cares about it and then you like the subject too. A passionate teacher motivates you with something. If Diane wasn’t passionate, it wouldn’t just be her communication skills then it would be that she doesn’t care about she is doing. Diane cares about me and she expects me to do well and man, she has high expectations.

You know that she's got a lot going down and has problems, but you don't see it. Diane is all focused on you and helping you achieve. She went the extra mile.

There are teachers who aren't passionate. They just read their PowerPoint, and I can follow in the book. I hate to go to those classes. I think of taking sick days, and I'm glad when the semester is over. I do okay in them because I can read the book, but I hate them. You know these teachers aren't passionate or care about what they do because they have no energy. They're not excited. If I didn't like the subject, I wouldn't grab the motivation so much, but I'd like learning. I wasn't so sure about leadership class, but in the end, I really felt motivated by it and by her. What I'll remember is that Diane cared about me and pushed me to move on and to believe in myself. "She went beyond what she needed to do, and she really believed in what she was teaching. I gained a whole lot from that leadership class, but what I gained is really what Diane taught me beyond the leadership. She taught me a way to live my life. I respect her so much, and I respect myself so much more, after having known her."

The Teacher, Diane Tierney

I was about fifteen minutes early for my visit to Diane Tierney's leadership class. I wanted to survey the room and watch students take their seats and interact and then look at their expressions when Diane entered the room. However, I wasn't early enough. Diane was already in the classroom, surrounded by students prior to the nine a.m. start of her class. She was dressed casually, in a running suit and clearly really fit and reed slim. Her hair was short and blonde and feathered around her face. Her skin, even in January looked a little tanned. I wondered if she had skied over the winter break. Diane had many years of teaching experience, yet appeared young and vibrant, despite what I knew

to be her physical age. At first glance, I could tell that she really had a lot of energy! Her students told me this in every interview, so I had expected energy, but not as it registered when I first meet her. Her movements were at once directed completely towards the focus of her attention. The contact space between her body and the bodies of students was close. Her stance was relaxed, but straight, and her eyes, a bright blue jumped out at you. I walked into the room and saw Diane with the small group of students and tried to sit down out of the way of the class. It was hard to choose a seat because the room was set up in a nontraditional fashion and there weren't many chairs, desks, or tables. The room was set like an arena with chairs scattered around the edges of the carpet. There were cupboards and shelves lining many walls. I noticed a big poster presentation on a table behind before I sit down. It was obviously for the older adults' class, and I spied a picture of Gina in her horse racing shirt with her seniors' group. I felt at home.

I didn't get past Diane without her noticing me. When I sat down, she broke away from the group to welcome me. She seemed pleased to have me in her class and to work with me; I kept thinking how pleased I was to have her cooperation with the study. As we shared casual conversation, I began to note that Diane was really happy to work with me, but she also seemed particularly pleased to have me visit this leadership class and this session.

"We've been working so hard these past few weeks on the foundational elements of leadership from the book, and today is a big day. They don't know it yet, but we're going to apply the principles that we've been working on and they're going to have to make some tough leadership decisions with each other and to interact interpersonally in ways that sometimes people don't like to do. I love this for them because it will be the

biggest challenge that they face when they're out in the field. How to deal with people and relationships. I spent an hour on the phone last night with a student who was having trouble with this, and it's really sad because I think she may quit and look for a different job. She should, if she feels uncomfortable where she works, but I hate that it gets to that sometimes. Anyway, this will be a big day."

Wow, I thought. I just met Diane, and I already felt like a new friend. Diane had a way of really putting you at ease. I didn't expect that. Her energy level and directness made me feel a little intimidated by her when I watched her as I found a seat. When you talked to Diane, that all dissipated. She had a way of making you feel vital because of her attention to you and revitalized to face the day. Diane went back to the front of the room to sort through a pile of fanned folders and looked at her notes.

In the next thirty seconds, in came Delroy, a nontraditional male student, one of several nontraditional students in this class of about twenty. Delroy was one of those students who demanded attention immediately upon entering your space.

"Hello there Diane. You know I just finished observing patients at Blue Ribbon Home for Disabled Children, and they know you there."

"Well DelRoy, that's great. What'd you think of it?" Delroy proceeded to talk about the quality of the food at Blue Ribbon, the stuffiness of the rooms, and the lack of parking. He went on to work his uncle into the conversation, telling Diane that he was a supervisor for the County and had stories about Blue Ribbon to share. Diane didn't miss a beat. The minute Delroy began talking to her, she put aside her notes, moved closer to him and looked him in the eye and listened. She didn't push Delroy to finish his story up so that she could look at her notes or attend to herself. She listened completely to what

Delroy had to say and then responded kindly but directly to his comments. She didn't chide Delroy for missing the point of the observation of the home, but she made a point of focusing Delroy back on the issues at hand and guided him firmly back to terra firma and no more stories in public to the class from his uncle the supervisor. She gained the respect of Delroy, students who were watching the interaction, and won mine. I could see that Diane really did live in the manner her students had described, respectful and transparent.

The class began. Diane walked into the arena and told the class that she would be need two jump ropes and 18 numbered carpet tiles. Students knew the drill, and several moved to the cupboards to bring out the jump ropes. A female student found the carpet tiles and noted that three numbers were missing. Two other students began to create placeholder tiles for the missing numbers. In just a few minutes they were set, and she asked them to all get on their feet. They moved into the arena with her, and class began.

“Okay everybody, I want you to think a few minutes on what you took away from the homework that you’ve done for this week. What are some of the points? I want you to really think about the take a ways from that and also back to what we learned last week from our guests. You talked about your personality strengths, remember?” She gave them time to think and then spent a few minutes reminding them of some of the good things that came out of that class. She talked to the class, but she also talked to the students individually as she did this, addressing several out and telling them how well they did last week and how their strength may help them in their jobs, always connecting it back to the strengths for the jobs that they’re training for and taking the time to make them realize the importance of these jobs and what they’ll be doing. She did an amazing

job of demonstrating value for the learning, value for their majors, and value for what each of them was as a human being.

However, there was no getting off the hook and not answering the question. She walked around the group and students raised their hands to answer. If the answer didn't make sense, she would stop and tell them to think about it and then she would come back to them. She stood by them and talked to them as if in a two way conversation, helping them think and praising them when they had a good response. "That's right, she says. Now I'm telling you that you got it right. I know what you're thinking, because I've done it myself that way, but you needed to rethink that answer." Diane continued with the early grounding activities with students answering questions. Delroy answered quite a few. He liked to validate Diane's responses.

"That's right. That's right, he says. I thought that was the answer myself."

Judging by a few of the students' facial expressions at Delroy's responses, they were a bit weary of Delroy's ideas about the class. They didn't say anything though or tease him. They tolerated Delroy and respected the manner in which Diane worked with him.

Jump rope time. I figured that the students were going to have to jump the rope. After all, most of them were recreation majors. This wasn't the case. The jump ropes were used in a team building exercise. At one end of the room, Diane linked the jump ropes together and made a circle with them and then she laid down two rows of four of the carpet squares, the remainder of the squares were used in an earlier game. Each row was lined vertically along the room towards the rope circle. Then, she divided the class into two teams and moved them to the opposite end of the room from the circled ropes.

Each team of 10 would be given four carpet squares. The object of the game was to find a way to move the entire team from the opposite end of the room into the rope circle using only the four carpet squares. Team members must remain fully on the carpet squares and not outside them. She told them the space between the circle rope and the carpet squares was a swamp filled with alligators, if the team member touched the swamp, off of the carpet tile then Diane would take that carpet tile away from the team. The team would have to find a way to then get across the swamp with less carpet squares.

The first thing she asked the team to do was to individually think about a strategy for getting across the swamp and then to share ideas around the team. The team members began to break into smaller groups and discuss their ideas amongst themselves. Diane stood back and watched them and then moved over and began to talk to me.

“One of the things you notice with this right away is that the team members won’t interact too much with all of the other members of their team. It takes some time for them to figure out that they have to work together. This is a really strong class, so I’m really anxious to see how they manage this.” I noticed that Diane was truly excited about watching how her class interacted and that she believed in the lesson. She went back to stand by the wall close to where the teams were caucusing. She listened to them, looked at me directly with those bright blue eyes, and I could see the energy flow. After about 20 minutes, she asked them if they had a plan. Several students acknowledged plans, but it was clear that no team had a clear vision.

“Okay, now I want you find a leader for your team. Someone who will get you to the safe space on the other side of the swamp.” I watched the students. Many of them were talking at once. Factions of students discussed the best way to do it, but there was

no clear voice. Delroy reckoned that he had a good idea and should go first, but no one was giving up carpet squares to Delroy. Diane just kept watching. She let them go about sorting it out.

Finally after another 20 minutes, the teams had found their own leaders and were getting ready to begin. Diane stood by herself and continued to watch. She smiled at them, made eye contact, and supported them, but she made no comments about the quality of their efforts.

One team began with a unified plan and began. Slowly, they found away to get three team members of the 10 across and to safe ground, but they had to send one member of the three back across the swamp with the squares to bring another two team members across the barrier.

The remaining members of the team scoffed at the lack of economy of the plan of the brave three who made it across the swamp. The leader began to retrace her route by herself across the swamp and found it impossible to not fall into the pond. The team lost a square and were down to three remaining squares. The next half an hour ensued with the team arguing amongst themselves about how to do a better job.

Diane looked at the clock and saw that she had only 15 minutes of the two hour class left. “Okay, okay, I’m going to do something that I never want to do, and I apologize for this, but I’m going to stop you. It’s very important to me that you learn the lesson yourself and that I don’t help you, but I have to stop you students. You’re not getting it. I’ve never stopped a group before, but it’s time to have you go back and think about it. You’re the strongest group. The guest speakers told you that when we met last week, yet you’re not getting it. I’m going to stop right here, and I want you to think

about the material and what you've learned and then I want each one of you to think about what the challenge here is for you and how you can do this. Honestly, I've had groups do this in 10 minutes, get the whole group over in 10." She apologized again for not honoring the process and said that it's not how she liked to live her life.

Then, she went around the group to each one of them, standing conversation distance apart from them and asked them individually why it wasn't working. One by one, she asked them. If what the student said made sense, then she said, 'that's right. Now you're getting it.' If the answer didn't make sense to her, then she asked them to think about it and came back to them. The students left the class that day thoughtful about how to beat the swamp game, but more thoughtful about the lessons that Diane was teaching them.

I came back for class the next week, early once again. This time I got there before Diane. There were several students already in the room. I had noticed one of them in class the previous week particularly. He had an idea for solving the swamp puzzle, but he shared it with only a few team members and didn't offer it up as a solution to the group. I heard him say to the girl sitting next to him, "Yeah, this class is a lot of work, and I hate getting up for it, but she makes me learn." Here was a student who didn't seem to be nearly as passionate about the value of the class as either Darwin or Gina, yet he still seemed to find it a good learning experience. The same student then described a plan for getting through the swamp to the girl who sat next to him. I was wondering if Diane really was going to go back to the swamp exercise and have the class complete it. After all, it had taken a little under two hours the prior week.

Sure enough, that's exactly where Diane began the class. Without fanfare, Diane brought them back into the arena and asked them again to explain what happened to them last week in class with the swamp. The students were quieter today, and they told her what they thought. Even Delroy was more subdued. Again, Diane apologized to them. "Students, again, I feel like I should apologize to you for stopping you and not letting you learn it all yourselves, but it was just too painful for me to watch you not get it ,and I didn't see progress. Let's see what you can do."

The male student that I had overheard before the class began then found his voice. He explained his idea and organized them. He was the same student who had kept his ideas to himself the week before and seemed to enjoy watching others' ideas fail. He pulled the team together and they began to make a human chain across the swamp with the carpet tiles, this time, the team members got close to each other and embraced to make the jumps. It took them 30 minutes to do it. Diane timed them. She then offered them a chance to do it again and beat the class record of 10 minutes. The teams thought again and then accepted the challenge. They did it again and beat the 10 minute record. Diane was their biggest cheerleader. She praised them, and then came over to me, smiled and then muttered, "Wait until you see what I have them do with marshmallows and spaghetti noodles next!"

Diane was everything that her students purported her to be and more. I could see why Gina had said that 'she touched me', and I understood now what Darwin meant by "Diane teaches mean.' I felt differently myself after meeting Diane and watching her teach. Diane helped me to stop and think about balance and respect and about learning in a new way. Diane made me pause and consider the value of what I did as my life's work.

I remembered what she told her students and what she told me, to honor learning. I saw her once again at Mont Terre's graduation, and she had that same sense of vitality. In summer Diane was found again busy organizing Special Olympic events and was making her students think until, as one of them told me, 'it hurt.'

Appendix K

Stories of Nolan

The Student, Muffin Murphy

Muffin Murphy had been a dominant force in my first focus group with Nolan's students. She had known "Noley" Adams for over twenty years, first singing with the choir he directed at East Shore College, and then moved with him when he came to Mont Terre, just over ten years ago. Her short white hair bounced when she talked; her face and body always in total animation. She came to our meeting wearing the same rhinestone studded American flag pin that she wore when I first met her a few short weeks ago. Later when I visited Nolan's classes, I found that the pin was her signature.

Our meeting took place in one of the practice classrooms at Mont Terre. Mont Terre had invested heavily in the fine arts. The music wing of the Fine Arts building had over 10 grand pianos and 20 practice rooms for vocal and instrumental music. Our talk was in a practice classroom with a grand piano as a backdrop and long windows where you could see snow gently falling and seemed completely appropriate and almost Zen like.

Muffin Murphy walked in the door, and the feeling of Zen disappeared. She was bundling energy and had a loud voice and told a story with every utterance. There was no need to probe much to get Muffin to talk about her teacher. I was eager to move to deeper levels in our discussion. In the focus group, all of the students described Nolan and his teaching in glowing terms, but it was difficult to move beyond platitudes and gratitude. I wanted to understand what there was about Nolan that created the praises. I

believed that Muffin, with her many years of choir with Nolan, could give me some answers.

“Hi there. Thanks for meeting me late this afternoon. It’s much easier for me to meet you when I’m out at Mont Terre for choir,” says Muffin

“Well, you’re really helping me out here with my study. Thanks for making the time. Can you tell me a little more today about what makes Nolan so special for you? I have an overall picture, but I wondered if you could give me some more specific stories, Muffin. How long have you actually known Nolan, and what would you say really characterizes him for you?”

“Oh, it had to be since ‘85, ‘87, somewhere around there. We took the choir tour to Italy in 88, and then there were the Madrigals, and I was there then with that. We went to Europe in 1990. He’s one of the most personable guys. and he has a great sense of humor. He doesn’t care what people think. He even says ‘I know I’m crazy.’ Everybody is there to have fun and he makes sure that his music is fun.”

I began to wonder about his sense of humor. I had met Nolan about a year ago, prior to this study at Mont Terre’s graduation. He gave the faculty address to the graduates. He created the entire address out of song titles and lyrics. It was very clever and amazingly poignant at the same time. I needed to get Muffin to tell me more about the crazy side of Nolan. “What does he do, Muffin?”

She laughs. “You haven’t been to the concerts”.

“No, but I’ll get to do that later this spring.”

“He’s humorous. He always makes us laugh. He cares so much about the music and his audience. He frequently dresses up during concerts, bringing special attire and

hats. He has that sweatshirt, the thing on the back when he keeps turning around that says 'all I want for Xmas is my plasma T.V.' and then he has those socks that light up, his ties and his hats. He must have changed to at least four hats. He usually chooses not to tell us what he's going to do. So we end up having a good time as well. He acts up on stage. You know when you read that definition the last time about passion, I think it was missing something."

"Okay, tell me more."

"What's missing for me in that definition of yours is creativity. That's really what Nolan excels at. He dresses up and he's not afraid to be, you know, the actor in him comes out, and the high energy, I think that's part of the whole package."

He's a very caring person. He cares about everybody. He's very devoted to his family, and this is his life's work. He tries to get everybody to enjoy it as much as he does. He doesn't want to hurt people's feelings either. There've been people here who had to be booting out, but in order to convey that to them, he was very delicate with them. He can be blunt if he has to be, but basically he really considers the feelings of the person that he's talking to."

"Do you have any specific instances where you remember this? What makes you think this about him?" I asked.

"Well, one example is the way that he took people back into the choir that had dropped out of it when he first came to Mont Terre. See, when he first came here, there were some members of the Mont Terre choir who didn't like him taking it over. They were used to one choral event a semester and didn't want to try anything new. Nolan came in that first day, and some of them just got up and handed him their books and left."

Nolan stuck it out and did what he thought we should do, which was to do two shows a semester and to extend ourselves by adding in some classical music and trying opera. Before you knew it, the audience numbers started to grow, the choir membership was growing, and really, the entire music program here at Mont Terre, just took off. That's all due to Nolan. Some of the members of the old choir started to take notice and wanted to come back. Nolan took every one of them back and never said a word to them about the way that they had treated him, or what they had said about the new program. He's just bigger than that. Another thing he does that is funny to me but also seems to address the issue of caring is the way he criticizes you if you're making mistakes. He'll stop the music and turn around and laugh, 'it sounds like somebody's been eating Chinese again!' Or he'll overemphasize it dramatically, and say 'ladies, we can't hear the men if you turn the pages, and it sounds like the roar of an ocean.' It's gentle teasing. He can walk you through where you're specifically making a mistake and work with you, but again, it's just genuine and positive. He won't call you out and embarrass you."

"How does he bring out the best in you? What does he do to invite you in to do better?"

"His persona is outstanding. Nolan is just a blast. You want to be up on stage with him. Two hours go by and you sit there for a good hour and 45 minutes, and you want it to go on. I think there's a diversity in our opera concerts too. We do some in English; we do snippets of operas in Italian, sing blends. Nolan's very thoughtful in his choices, and it's injected into the concert. He gives us his best, and we want to do the same for him. Music is his life. You know besides working with us, He directs the

music for the City Cathedral. We'll have a music performance, and after the show, he'll say, 'I have to go home now. I have mass tomorrow at seven a.m.'"

I wanted to understand a little bit more about the choral tours that Nolan arranged for them and to find out how touring affected the student relationships. "Muffin, you've told me that you've toured with Nolan many times. What's that like?"

"Well, we get a lot of invitations. When one comes to Nolan, he'll ask us if we want to do the tour or concert, and if enough of us do, then we'll go. We sang at President Obama's inauguration, the Kennedy Center, Carnegie Hall. I personally have sung with Nolan at Carnegie Hall three times. He looks for opportunities for the choir. He goes on his own, and he goes with choir directors across the country. Sometimes he goes and does things to prepare for what he's doing with the choir. He's checking on things to make us look better.

He had all of these insights when we went to the Vatican. 'We want the resonance; sing in Latin, no rounds,' he said. The Mont Terre choir chose to sing in the center of the church, and the resonance was excellent. The San Francisco choir sang outside, all in English. Noley's footwork before the contest, coming and listening to music here to get ready for this contest, helped us win the Vatican singing competition.

The Italian at the Vatican, he let us take the front of the pews for the Vatican performance because we had impressed him. The choir from San Francisco, that we beat, had to sit in the back. We did it all right that day because Nolan had put it together for us. That's something that Noley made sure of it; he had all the pieces together. Love of music has to be the basic root of it. When you love it that much, you want to share it with everybody else."

The Student, Susan Clark

I met Susan Clark, another of Nolan's students several weeks after I had talked with Muffin Murphy one on one. We met in the same practice room as with Muffin, again before a choral class. Tonight's was the rehearsal before the upcoming Opera Concert this Saturday evening. I had a chance to observe Nolan teach later on that evening and was eager to watch the Opera Concert on Saturday evening. Susan Clark had sent me a note requesting to be chosen for the one on one interviews and so I was particularly curious to hear what she would share. Susan had written to me and told me how much the reflective journal activity that she had completed for me had made her think. With the music of classical guitar from a guitar class down the hall gently playing, I sat and waited for Susan and contemplated what she might tell me.

Susan walked into the room, an early middle aged woman in blue jeans and a heavy down parka. Her manner was quiet and thoughtful. She was a contrast to Muffin's staccato personality; hers was more mellow.

"Hi, Susan. Thanks so much for taking the time to meet me this afternoon. I know that you have a long night ahead of you with the dress rehearsal for the concert. I really appreciate the help."

"Well, the journal that I did for you really got me to thinking. I used to be an elementary school teacher myself, and it made me think about my own teaching as well as Nolan's. I think the interesting thing about your journal for me was that it's so easy for me to be passionate about music because it's been a love of mine for as long as I can remember, but I tried to compare it to things that I'm not passionate about, like math. You know, it triggered in me how I'm not passionate about it. My husband is passionate

about math, but he's not passionate about music. But back to Nolan, I thought mostly about the personality characteristics that he has and music. I believe all of those characteristics from the passion definition are within him. Again I thought back to myself and others who are passionate. I was an elementary teacher myself for a long time, so I thought about first grade and how I loved to teach reading. I felt that I was passionate about that, so I thought those were intrinsic characteristics that are part of a person.

Passion is a combination of all those qualities. Personalities are like gem stones, multifaceted. Nolan and any other personality that you work with is going to be multifaceted, and I think that some of those people make connections with you as a person.

I think the passionate teacher makes the student feel more excited. I had those math teachers as a kid, and they were passionate. I think it helped me learn the subject. It didn't change my attitude about math though but I think that there is something more intrinsic in nature about what you're passionate about. It did give me more self-confidence. It changed my life at the time for the subject. Math is still a struggle for me but at the time, it made me more interested and comfortable with the class. I performed better than I would have and did than if the teacher wasn't passionate about the subject."

"Where do we begin, Susan? You've given us so much to talk about. So you're a teacher, too. You mentioned that there were so many teachers who aren't passionate. Do you think you can create a passionate teacher?"

"That's interesting. I don't know if somebody can be made passionate. You could teach someone to act passionately. Yet, over a long period of time, I think you would see

the difference and know genuine passion. If you just met somebody, then maybe you wouldn't know. It's similar to a friendship, but you know sincerity over time. Over time you know more about the person, and you know that the person is being genuine (or passionate)."

Our conversation was abruptly interrupted by the door opening, and Nolan Adams walking into the practice room dressed in a natty plum colored dress shirt and lavender and plum tie.

"Sorry, girls, I didn't know that you were in and I'm not supposed to be here." Nolan laughs. "You didn't know that I paid Susan off so that she would say all nice things about me."

"She didn't tell me," I said.

"So I blew it. I told the secret," Nolan says with a smile and dramatic sigh.

"I tell you then you paid a whole bunch of them, Nolan," I tried to mock the dramatic sigh, but probably miserably failed. I just don't have Nolan's sense of drama.

"Yup, a whole choir of them. I paid them all."

"Apparently, you've been paying them off for years. More than twenty years, twenty some years in some cases."

"Yeah, that's Muffin, that piker. I'll see you guys later." Nolan left the practice agenda on the music stand for his class and checked to make sure that there was a full candy dish of throat drops handy for his students and leaves.

This seemed a good time to transition to what it looks like to be a student in Nolan's classes, so I asked Susan about it.

“There’s a lot of laughter and smiling and fun. I think spontaneity from him and you don’t know what’s going to happen or to expect. You know on a night like tonight with the instruments; you know that it could be interesting. We have fun. Look, he just came in here and made us laugh.”

“He did. There’s a lot of the theatrical, which is interesting.”

“Yeah, as a musician there’s that element. Again, you have to love what you’re teaching. You know to me, I would definitely be a passionate reading teacher, but in an algebra classroom, then I wouldn’t be so good. In line with him and music, it’s obvious that he has passion.”

I wanted to keep pushing about the student element. “Is it the music or the students?”

“I think it’s both. I think it’s the love of the subject, channeled through your personality to the students and the learners. I think you have to care about people. You know that’s a given, but the subject matter plays into it, too.”

“What about passionate teachers and intimidation? There can be so much energy coming at you from a passionate teacher. Can it be a bit intimidating to a student who isn’t, in this case, musically gifted?”

“Not from Nolan. I don’t think that those two words go together for me, passion and intimidation.”

I tried to explain. “You see strong personalities and the enthusiasm and the caring, the desire to make you move forward, and some people can make you feel scarred, intimidated because of the powerful personality. What makes it not intimidating?”

Susan thought carefully before she spoke. “Well, if it’s combined with caring and humor, dedication, and kindness, those other characteristics that you see in a passionate teacher, then there’s no intimidation.

I don’t know that the passionate teacher would wield that power, not in Nolan. Maybe it’s a magnetic personality, but I feel comfortable sharing things with him as opposed to intimidation; that’s a frightening word.”

I pondered about the magnetism and asked Susan to explore it further. Does passion create an aura of magnetism?

“I think the caring, the musical experience; for me, that’s the magnetism. I’m a musician. I look for these opportunities, and there’s the excitement factor with Nolan. But let me give you an example about the caring. Nolan and I didn’t know that we were going to be at the same music festival and contest once. We didn’t know that we would both be there, but once he found me at the festival, he came and surprised me at my concert. He sat through my flute concert and gave me a big hug. I was so thrilled to see him there. And he was at his conference; he took that time. Then at the next rehearsal, he told people that he saw me there and that he was proud of me. I felt so proud.”

“So, can I have a few stories about the unexpected things that he does during the concerts and how that looks?” I got a good idea about what Susan perceived as passion, and I wanted to have a picture of what Nolan was like at the concerts.

“Well, he has hats. He has a Santa going down the chimney hat, blinker hats. He doesn’t show us before the shows, so that we’ll be surprised. The Santa chimney hat went back and forth. Sometimes he does whole costume changes and then he’ll surprise the audience too, when choirs change.

The other special thing we did the last time we had a concert, was to do an unusual Christmas song, *Riggin' up the lights*. Do you know how special his lights are in his yard at the holidays? He's been on all three local television stations for them. At Halloween, he decorates with so many decorations and lights. He gets close to a 1000 trick-or-treaters. For the Christmas concert, the last song we sang *Riggin' up the lights*. Jean Vaber, our narrator, found it for him, and we practiced the piece. Another instructor showed the PowerPoint of Nolan's home. He's such a kid and loves to decorate his house, so that was a nice personal touch for the audience. Personal is a lot of it. He shares personal pieces of his life with us.

He makes it fun. It makes me as a learner want to be here because it's fun. To me as a learner, it's easier if it's fun. You know I'm a musician, but in a group this size of forty and fifty people. Ability levels are going to be different, and especially for people who have a difficult time with music with pitch with reading musical terms, he is always encouraging. He never makes them feel that they're any less of a musician here. We're all on equal ground here."

This gave me pause. "Yet, the interesting thing is that you're all at different levels. However, I remember from talking with you before that you talked about the high quality of sound from this group. How does he manage to get the best out of you and how can he be so accepting? I should ask this first. Does he make you all want to dig deeper and go inside of yourself and go to a different level?"

"I think he does. I think we all know how much he cares about the level of the music that he brings here. I think he works really hard to make the music accessible to all of us regardless of our level, and he is very interested in our opinions after a concert.

He's very interested in what the audience thought. He's very interested in picking out music that pleases audiences. So I think he does a good job of making it interesting for someone like me as well as for someone new.

I want to dig deeper. I think I have that intrinsically as a musician. I take flute lessons and still play flute, but I think it's just his nature with the reputation of the music. He always brings something new, too. I can give one example of that. This semester he's focused on the women's sound, that we're not spreading our vowels so much, and he wanted us to blend more with the guy's sound. He's trying to encourage us to not spread the vowels, and he's trying to get a long-ness in the face. It causes me to reflect on how I can be a better musician and what are the additional ideas that I need to consider myself as a musician."

As I reflected on what Susan had told me, I was most drawn by one of her comments at the very beginning of our interview. It was based on her reaction to the journal prompt about passion and relationships.

"A lot of passion is about relationships and about the relationship and what you love. I don't think with passion it has to be tied to both. You can be tied up in the music and want to pass it along to someone. In the role of teaching, that's exactly what you do. There are so many teachers out there who don't seem to feel it (the passion). I think passion is innate in the person's makeup and who he or she is. You know how important encouragement is. I think it's part of who you are as a person. We're placed with Nolan because that's who he is, and it's in his heart and vitality".

The Teacher, Nolan Adams

Having met Nolan Adams at last year's Mont Terre graduation and having heard his commencement address, I didn't go into his classroom with the same amount of wonder about what he would look like or how he would act. I sat down in the large choral practice room, a large room with about seventy chairs, walls lined with cupboards, acoustical tiles on the walls, and a large baby grand piano surrounded by the chairs in half circle. I noticed the candy jar filled with throat lozenges, a box of tissues, and music folders neatly lined up in rows, according to vocal part, alto, soprano, and so forth. I was the first one into the room for this class, the final class rehearsal before the Opera concert.

About ten minutes before the start of class, students of all ages starting wondering into the room. The group seemed to be evenly mixed by age, senior citizens, 30 to 40 year olds, and 18 to 20 some things. A woman who appeared to be well into retirement sat next to a young woman with fuchsia bright hair and a nose ring. They talked easily to each other and knew each other well, partners in Nolan's class. Musicians arrived. A bass player of about thirty wore a French beret. A violinist, flute player, alto sax, and drummer all ambled into the room. They were soon joined by the pianist and two cello players. The class filled to about 50 choir members and the small orchestra. They were a relatively quiet group and chatted among each other. It was easy to see a strong camaraderie among the students and orchestra. The orchestra began to tune up, preparing for the rehearsal.

Nolan walked into the room right on time for the class. He carried an armful of materials, music and a box of CDs. He seemed less assuming that I remembered him

from graduation and from earlier when he had encountered Susan and I during our interview. He seemed too mellow for a conductor about to begin a dress rehearsal.

“Okay, okay, ladies and men. It’s time to begin. We have a lot to cover tonight. You know our Opera concert is coming up this Saturday evening. I talked to the box office today about the ticket sales, and they’re not quite as high as I’d like them to be, but the weather has been so bad lately, that I’m hoping that they’ll pick up by Friday. I also wanted to give each of you a CD for our Broadway concert. We’ll start practicing for it next week. We’ll have seven rehearsals. I’ve tried to add in some new stuff and some of our old favorites.”

One of the female students then said to the class, ‘oh we’re going to do the Phantom’. The piano player then broke into the overture for “The Phantom of the Opera” and Nolan pulled his arms up wing like and began to circle the front of the group, pretending to be a vampire bat. I’m decided that Nolan must have some great theatrical moves for this one during the concert. When he described the music for the Broadway concert it was very obvious that he had chosen it carefully. He talked to them about attending other concerts and Broadway productions and trying to think about what the audience might like. Nolan emphasized that he included that will stretch them as singers and make them grow.

“I wanted to try this one because it’s going to push you to learn a less structured melody and push the range farther,” he says.

He then asked the accompanist to begin playing the riff for the first Opera number to practice. He cautioned the women, “Now girls, watch how you turn the pages tonight. We don’t want to hear your ruffles when the men are singing their parts.” The men stood

up, and the music began. Nolan sung along with the men and conducted at the same time, his eyes ever watchful, his face full of animation, his mouth over enunciated each word. He was satisfied with them. “Now men, you are the mighty men. You sound like a 1000 men, instead of ten.” This was done with perfect comedic timing, and it became a joke. The group of 10 men sounded like a banquet hall of mighty conquerors, singing *The Pirates of Penzance*.

I was struck by the fact that there was really no warm up before singing for this choir. Muffin had mentioned it when we had talked about the Vatican singing competition. She said that the Mont Terre had watched in amazement as the conductor for the San Francisco choir had spent a good half an hour warming up his choir before they sang a song. In contrast, Nolan has never much warmed up the Mont Terre group. Five minutes would be a long time for them, according to Muffin. She told me that Nolan prefers to get moving with the heart of the music and adjust. I see him do this here.

He did however take the time to work with the orchestra for warm up and to gave them direction. I was amazed struck by how well they played together, yet I had been told by students, that the orchestra was always impromptu, all instrumental students of Nolan, who played when needed for the various concerts. To my relatively untrained ear, they sounded pretty good. Nolan noticed some needs from the flute section, one flute player. He commiserated with her about the challenges that she experienced. “I know; I know how hard it is to be a flutist, but we need you to make your sounds a little crisper. It must be in the air today. Crisp notes are hard to find for everybody. Maybe it’s because we all had hot sauce for lunch.” The flutist played her part again and Nolan was satisfied. I thought about how intimidating I might find it to have to play or sing solo in a

group of my peers in front of my teacher. I decided that I would be okay doing it for this group. The manner in which Nolan prompted the flute player to improve her tune helped to keep her from feeling any shame about it. He found a way to work with her and make her give it her best and not feel intimidated. This was what Susan had tried to tell me earlier.

It was time for a solo from one of the men, a young man about twenty four years old. I had noticed him earlier as he had seemed less engaged with the group than some of the others, who had obviously been there for years. The orchestra played and the young man began to sing. He had an outstanding bass voice, bold and full of resonance. When he finished the entire class got up on its feet to clap for him. Nolan was truly pleased and made another wise crack. “Jeremy, if I had known you could sing this well, I wouldn’t have given you the solo. You’re going to steal the show,” he said in mock dismay. Later, when I interviewed Nolan and we talked about his class, he shared me more about Jeremy. Jeremy was the son of the chair of the vocal music department at a large division one university. Nolan had known Jeremy’s family for many years. Jeremy had gone to this large university and been unhappy there and dropped out of school.

Nolan told me, “I saw Jeremy once at the Piggly Wiggly, and I stopped him. I told him, ‘Jeremy for goodness sakes, you need to come sing with us at Mont Terre. I’ll give you the gas money each week to get here and back. I’ll pay your class fees, but you need to come sing and do something with yourself and not waste your talents.’ Jeremy did come after I talked to him, and he’s now an AFA music major and plans to go on to Columbia to finish his degree and then teach music.”

There were others with stories like Jeremy's in Nolan's choir class. Almost all of them had been brought into the circle of Nolan's class by Nolan himself, offering them an opportunity to sing and to grow. When I watched the Opera concert, he invited members of the audience to "come and join us on Monday nights and sing."

The ladies were up next and sang an opera medley arranged by Nolan that uses blends, "da, ba, la," instead of lyrics. He encouraged them to enunciate and to make the vowels sound long and blended. After they finished the song, one of them asked Nolan what kind of surprises he might have in store for them at the concert. They were doing the *Bridal Overture from Lohengrin* and someone suggested that perhaps Nolan would put on a bridal veil or bridal gown. He laughed and said, "hey do you know what I just got last week? 125 elf hats with lights that flicker on and off. It will be great for the holiday show." He looked at the class and pointed to all of the cabinets in the substantial sized room, "All of these cabinets are filled with costumes and props from our shows for the past ten years. Sometime, it would be a blast to open a few of them before a rehearsal and dress up a bit."

Nolan completed the rehearsal and thanked the students for all of their help that night. "I'll see you at six sharp this Saturday, and remember that we're still working on donations for our matching gift fund for the choir. We'll take a collection at the concert. You know I think the seat sales will pick up. I went to the college play last Saturday night, and I sat next to this nice older lady, and she said to me, 'Are you the choir guy that does those concerts and wears all those goofy costumes? I just love what you do at those concerts.' We have a lot of people who like what we do. I think the ticket sales will pick up and we'll be fine."

On Saturday evening, I arrived at the Mont Terre theatre and found a filled auditorium. Clearly the seats were sold. The crowd waited eagerly for the choir and for Nolan Adams. I was eager to see what the evening had in store. I had gotten to know this choir and some of its members on an informal basis. I watched them confidently march out onto the stage and take their places. They were dressed perfectly in evening black, their heads tilted proudly forward. When Nolan walked onto the stage, their faces lit up. This time it was Nolan in tux and tails looking confident and proud. The opera began and went forward without a hitch. Nolan proudly showcased the talents of the choir, and took his time educating the audience to the music and to opera. He stayed in the background this time, allowing the musicians and singers to fill the dramatic space. This was a serious concert and a teaching moment, time for a different sort of celebration. The choir of Mont Terre with the teacher of a 1000 hats and tricks, did it well.

At the end of the evening, one of the ushers came up to Nolan to show him a check. An anonymous donor gave the matching choir fund a check for \$1000, Nolan's students went off to an after-concert party. They encouraged him to join him. He responded, "Okay, but just for a few minutes. You know I have to play 7 a.m. mass in the morning. Start listening to those Broadway CDs!"

Nolan dashed off and began preparation for the next musical moment.

Appendix L

The Alignment of Previous Research With Data Stories and Specific Intimacy, Passion and Love Outcomes

Building self-confidence (BC)

Setting high standards (SHS)

Sharing Personal life (SPL)

Compassion, (C)

Thoughtfulness (T)

Passion-motivates to express love: Self (S), Academic (A), Career (C)

Table L1

Authors	Intimacy/Caring BC/SHS/SPL/C/T	Quality of Instruct ion	Discipline Expertise	Personal Zest	Passion S/A/C
Boverie and Kroth (2003)p.15	X emotion, caring				X Energy Sternberg Triangle
Neumann (2009) p. 16 p. 17	X pleasure in sharing with students C/SPL		X Pass along heritage		
Meyer and Turner (2006) p.16 Foucault (1996) p. 17	X Emotion		X Cognition		X motivation X Transformation

Table L1 (continued)

Authors	Intimacy/Caring BC/SHS/SPL/C/T	Quality of Instruct ion	Discipline Expertise	Personal Zest	Passion SA/C
Sternberg (1997) p.17,21	X Created love model				X
Palmer (2000) (1999) p. 18, 30	X				X Must come from within and be holistically connected to guide
Vallerand (2003,2007) p. 19					X Creates intrinsic motivation or extrinsic motivation
Czecksentmihaly i p. 19, 24	X SHS				X Flow Theory
Denzin (1984) p.19					X Emotional practice Alters in and outer stream of being

Table L1 (continued)

Authors	Intimacy/Caring BC/SHS/SPL/C/T	Quality of Instruct ion	Discipline Expertise	Personal Zest	Passion S/A/C
Lazarus (1991) p. 19, 21	X Appraisal, Subjective exp Caring affiliated with love.				X Physiological change
Sutton and Wheatley (2003) p. 20, 30	X Subjective exp. Goal relevance			X Improved memory for students	X Goal congruence
Sutton (2003)					X Strong emotional expression
Zembylas (2007) p. 22					X Suggests passion as an educational change agent
Deci, Vallerand, Pelletier, & Ryan (1991) Deci (1971, 1992) p.22					X Intrinsic motivation Self determination theory (SDT)

Table L1 (continued)

Authors	Intimacy/Caring BC/SHS/SPL/C/T	Quality of Instruct ion	Discipline Expertise	Personal Zest	Passion S/A/C
Gubman (2004) p. 23	X 3 W factors apply to students				
Meizrow (1991, 2000) p. 24	X	X	X	X	X Transformational learning
Daloz (1999) p. 25	X Reciprocal effect				X Reciprocal effect
Patrick et al (2000) p. 25				X Teacher Enthusiasm contagion	X Creates motivation Self Determination Theory
Fried (1995) p.25	X Guide approach BC		X Share love of profession	X engagemen t	
Hargreaves (2001) p. 26	X Closeness creates emotional experience				

Table L1 (continued)

Authors	Intimacy/Caring BC/SHS/SPL/C/T	Quality of Instruct ion	Discipline Expertise	Personal Zest	Passion S/A/C
Fink (2003) p. 29	X Creating caring is second highest goal				X Learning may bring change in values/motivatio n
McGovern and Miller (2008) p. 30					X zest Courage willingness to experience new ideas and express them
Phelan and Cao (1992) p. 31	X Most impt emotion for students is caring				X Caring improves learning motivation
Wong, H.T. and Wong, R.T. (1998) p. 31	X Caring for students				X Produces motivation Cooperation

Table L1 (continued)

Authors	Intimacy/Caring BC/SHS/SPL/C/T	Quality of Instruct ion	Discipline Expertise	Personal Zest	Passion S/A/C
Skinner and Beaumont (1993) p. 32	X Caring				
Deci and Ryan (1995)	X				X Self Determination Theory
Schweinle, Meyer, & Turner (2006) p. 33	X BC SPA			X	X Self Determination Theory/ autonomy